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ABSTRACT

A 3-year project was undertaken to assist states in facilitating the development of a needs assessment management system in special education with a specific focus on the needs of physical educators serving handicapped students. During the first year the project staff met with state education agency personnel responsible for the Comprehensive System of Personnel Development (CSPD) program and reviewed the CSPD portion of all State Plans submitted to the Office of Special Education and Rehabilitation Services. They were then able to produce a functional needs assessment product, including a manual and software, with enough flexibility to meet unique needs identified in each state. The second and third years of the project were spent assisting states to implement the SpecPE Needs Assessment Management System through both regional and on-site training programs. Direct training was provided to personnel in the contiguous 48 states, Alaska, and Puerto Rico. Hawaii and the trust territories were provided all project materials plus a videotape covering all training sequences which have also been provided to each of the Regional Resource Centers. Throughout the duration of the project, nationwide open communication was maintained by project administration of the SpecPE Bulletin Board through the SpecialNet electronic network. The report contains a general overview of the project, a description of methods and procedures, a table summarizing physical education services for special education students, a list of trainees by state, and a sample state analysis plan. The bulk of the document consists of a series of appendixes. They include (1) excerpts from monitoring instruments; (2) a National Consortium on Physical Education for the Handicapped position paper; (3) dissemination and SpecialNet materials; (4) sample pages from the SpecPE manual; (5) the original data collection instrument for the project; (6) requests for information and project materials; (7) a sample state analysis plan; (8) evaluation forms and letters; and (9) videotape scripts developed by the project. (VW)

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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT IN PHYSICAL EDUCATION
(CSPD-PE)

by
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Division of Exceptional Children
University of Georgia
Athens, Georgia

Project CSPD-PE
Final Report, May, 1987

Funded by
Special Education Programs
U.S. Department of Education

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The Advisory Board of Marlene Bryar, Consultant, Special Education, SEA, Georgia; Richard Schofer, Director, National Project on Manpower Planning, University of Missouri, Columbia; Elwood Pace, Director, Special Education, SEA, Utah, has been extremely valuable, particularly during the initial stages of the project's development.

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Ernie Bundschuh
Shirley Crowley

PREFACE

This project was undertaken to assist states in facilitating the development of a needs assessment management system in special education with a specific focus on the needs of physical educators serving handicapped students. Historically, there has been limited data on the training needs of this group. It was apparent that states encountered extreme difficulty in developing effective strategies and implementation to foster reliable and valid needs data.

In meeting this goal, Project staff focused first-year efforts toward establishing direct communication channels with State Education Agency personnel charged with responsibility for Comprehensive System of Personnel Development. Regional meetings conducted by the Cooperative Manpower Planning Project, University of Missouri, Columbia, and attended by Project staff were instrumental in establishing an environment of direct communication with State Education Agency Personnel wherein both legislative mandates and operational functions relating to service of students with disabilities could be crystalized.

A review by Project Staff of the CSPD portion of all State Plans submitted to the Office of Special Education Rehabilitaion Services demonstrated that little implementation data had been collected by individual states. This information allowed the Project an entree for assisting states in developing an adaptable needs assessment system. It was quite clear that there was a discernable lack of continuity with regard to approaches states had taken in fostering their needs assessment processes. Project staff, with greater understanding of the barriers faced by states were able to produce a functional needs assessment product well suited to serving the practical needs of its users.

In conjunction with the Regional meetings, survey instrumentation and corresponding software was developed for the purpose of allowing states the flexibility to meet unique needs identified in each state. The instrumentation, software and Assessment System manual allows states to see how the physical education component fits into the overall state needs assessment process.

Assisting states to actually implement the Project's Needs Assessment Management System was undertaken in years 2 and 3. Where possible, and adhering to cost effective means states personnel were brought to a regional training site. In other instances, particularly during the last year of the project, when decreased funds and actual moratoriums on out-of-state travel for state education agency personnel dictated, it was necessary for Project staff to provide on-site training in each State office. One result of this individualized training format was the opportunity for additional personnel involved in various aspects of implementing CSPD programs to participate in the training process. It also provided an opportunity for Project staff to further understand unique characteristics inherent within each of these state agencies, and to discuss specific ways in which the Spec.PE system could be used to address individual needs. A significant impact of on-site training was the opportunity for both Project and SEA staff to enhance the role and function of CSPD by interfacing with other decision makers including Chiefs of state school agencies.

The training of states resulted in Project Staff having directly trained each of the contiguous 48 states, Alaska and Puerto Rico. Due to cost considerations, Hawaii and the trust territories were provided all Project materials along with a videotape covering the entire training sequence. This tape, including exemplary data collected from one of the states utilizing the project's needs assessment instrumentation and software, was also provided to those states previously trained. The use of this videotape to train those whom Project staff could not train in person was deemed significantly effective, and allowed dissemination of Project materials to agencies outside the scope of the Project's original proposal. As a result the total Needs Assessment Management system plus the audiovisual training materials have been provided to each of the Regional Resource Centers.

Due to the interests of state personnel in developing a total needs assessment package, the Project has had significant requests for Project products. Therefore, a number of institutions of higher education, and other agencies which cooperate with state education agencies in needs assessment functions were trained in use of Project materials.

Over the entire three years of the project, nationwide open communication was established and maintained by Project administration of the Spec.PE Bulletin Board through the SpecialNet electronic communication network. This open communication policy assisted individuals in all areas of special education in further understanding physical education and its relationship to special education and special education students. Additionally, it facilitated communication between state education agency personnel and individuals, within the state, interested in the needs assessment process. Through the Spec.PE bulletin board Project staff were also able to respond directly to individual concerns related to physical education, sport and recreation from throughout the country.

CHAPTER 1

INTRODUCTION

BACKGROUND

This project addresses an area of national significance as the activities involve comprehensive system of personnel development efforts to assess needs of physical educators serving handicapped children in all States and Territories.

Prior to implementation of the Education for All Handicapped Children Act, students requiring specialized physical education programs or activities were served in support classes or schools, in private institutions or in programs provided by the state other than the state education agency. Due to this centralization, public schools, in the mid-1970's, were unfamiliar with and ill equipped to meet the physical education needs of the new students with disabilities who were placed in their charge.

After more than a decade, physical education service/training needs have still not been well documented by state education agencies. This situation should not be attributed to lack of concern on the part of physical educators or local and state administrators but, rather, reflects the complexities inherent in developing a new special education discipline in the public school environment.

It should be understood that the process of developing appropriate physical education programs for handicapped students, even with the help of a small core of adapted physical education specialists from institutions of higher education and other state agencies, has been largely one of learning from experience. In 1983 communications with state education agency personnel around the nation confirmed that a general perception of the current status and problems of special physical education in their schools was available. But each expressed a strong desire for guidance in development of appropriate needs assessment instrumentation and strategies required to determine specific service and training needs.

The Project's specific mission has been to provide assistance to states for the purpose of identification and fulfillment of service and training needs in physical education. Objectives have focused on the development of a comprehensive system of personnel development including implications for preservice, inservice and staff development.

Public Law 91-142

In the Education for All Handicapped Children Act (PL 94-142) and Section 504 of the Rehabilitation Act (PL 94-112) physical education is the only curricular area specifically delineated. This emphasis on physical education in both of these legislative mandates reflects Congressional intent:

> The Committee expects the Commissioner of Education to take whatever action is necessary to assure that physical education services are available to all handicapped children and has specifically included physical education within the definition of special education to make clear that the committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child. (U.S. Congress House Report No. 94-322)

The rules and regulations for Public Law 94-142 provide a directive that special education must include physical education services.

> Special Education means specially designed instruction at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education home instruction and instruction in hospitals and institutions. . .
> (Federal Register, Section 121a14, August 23, 1977)

Physical education is not only included as a direct special education service but is the only curricular area which is specifically identified in the definition of special education. Physical education means the development of:

a. Physical and motor fitness
b. Fundamental motor skills and patterns; and
c. Skills in aquatics, dance and individual and group games and sports)
(Federal Register, Section 121a14, August 23, 1977)

The intent of Public Law 94-142 is to provide handicapped students the opportunity to participate in educational programs which are considered to be the least restrictive environment. However, regular class placement may not always be possible or desirable for some students. When this occurs alternative placements and programs may be necessary. The need for specialists in adapted physical education has been a focus of concern in a number of states for a period of time. It is therefore imperative to include physical education in the needs assessment process.

In September, 1980 the results of a Kennedy Foundation survey of all state education directors regarding the implementation of the physical education requirements of Public Law 94-142 resulted in a negative conclusion concerning the implementation of physical education services to handicapped students.

Office of Special Education Programs Monitoring Document

The Office of Special Education Programs, U.S. Department of Education document entitled "Standards and Guidelines for Compliance with Federal Requirements for the Education of the Handicapped", 1986 is intended to provide technical assistance to state Education Agencies in developing policies, procedures, and regulations which will ensure compliance with Federal statutory and regulatory requirements. In the section entitled "Least Restrictive Environments: Standards and Guidelines (pgs. 26-28), requirements for meeting the physical education needs of handicapped students are prescribed as follows:

> Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education. (300.307(a))
>
> Each handicapped child in any educational setting must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children, unless the child needs specially designed physical education, as prescribed in the child's IEP or the child is enrolled full time in a separate facility. (300.307(b))
>
> If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs. (300.307(c))
> (See Appendix A)

Cooperative Planning

The Comprehensive System of Personnel Development (CSPD) mandated by Public Law 94-142 prescribes that states will detail procedures for training of personnel to carry out the purposes of the Act. The Division of Personnel Preparation of Special Education Programs had previously issued a directive concerning the necessity for cooperative "manpower" planning in the establishment of training programs funded under Part D monies. An update of the 1978 survey on cooperative manpower planning in special education indicates that all states address CSPD in some structured manner.

The utilization of the CSPD within each state allows state education agencies to address their own individual state needs as well as national priorities in personnel preparation, whether it be inservice, preservice, or staff development. Addressing adapted physical education training needs may stimulate CSPD committees to critically review other discipline area personnel concerns to ascertain their adequacy, consistency and realistic projections.

The process of being fully informed and involved in the planning for the delivery of services at the State level is of paramount importance. More specifically there is a concern for a comprehensive needs assessment process to be identified and developed. Advocates of quality services in physical education should be involved in this development. The importance of this activity warrants the time and energy necessary to become knowledgeable about and involved in this process. Physical education services for all children in the least restrictive environment must consider the following to assure full services goals as mandated by PL 94-142:

1. Physical education inclusion and definition A basic issue is whether physical education is named as a primary or direct service as is stated in PL 94-142.

2. Reporting of services delivered in the state The State Plan includes data regarding current and projected delivery of physical education services to handicapped students in the state.
3. Monitoring and compliance One should determine if monitoring and compliance with the Act by school districts includes consideration for the inclusion of physical education services for each handicapped child.

4. Least Restrictive environment It should be apparent wherein the delivery of physical education service will be provided. Also physical education should be addressed on the continuum of LRE placement options.

Project Objectives

Prior to implementation of this project, there appeared to be a lack of structure nationwide in the establishment of a needs assessment process for determining the type and extent of physical education services provided to handicapped students.

In the Fifth Annual Report to Congress on the implementation of Public Law 94-142; the Education for all Handicapped Children Act, it was noted that technical assistance seeks to:

> Capitalize on the national perspective provided by various SEP data bases to identify, across states, problems in providing a free appropriate public education to all handicapped children:
>
> Identify (and remediate) problem areas for which policy clarification or development of compliance standards is necessary and assist appropriate SEP Units in initiating such activities. . . (Chapter 3, page 8)

To crystalize further the need to ascertain physical education services, Table 1 presents totals of special education students by disability (Fifth Annual Report to Congress). A significant need is demonstrated to determine the type and extent of services being provided in physical education to the handicapped children and youth in the public schools of our nation.

TABLE 1 PHYSICAL EDUCATION SERVICES FOR SPECIAL EDUCATION STUDENTS IN THE UNITED STATES 5TH ANNUAL REPORT TO CONGRESS

Disabiltiy	Total By Disability (No.)	Total Disabled Population by Disability (%)	Requiring Adapted PE Services (%)	Requiring Adapted PE Services (No.)
Deaf and Hard of Hearing	75,000	1.80	0	0
Deaf/Blind	16,000	.37	50	8,000
Speech Impaired	1,150,000	27.00	0	0
Visually Impaired	33,340	.78	25	8,335
BD SED	341,786	8.00	20	68,357
Orthopedically Impaired	66,680	1.56	100	66,680
Health Impaired	80,000	1.80	45	36,000
SLD	1,627,344	38.00	25	406,836
EMR/TMR SMR	800,000	18.89	33	263,282
Multihandicapped	73,832	1.70	100	73,832
TOTAL	4,233,282	100.00	22	931,322

The intent of this project has been to assist the Office of Special Education Programs (OPP) in having state education agencies verify efforts to provide qualified personnel and develop appropriate physical education learning environments.

The Project staff has assisted states in developing appropriate procedures and instruments:

1. To determine the qualifications of individuals who are providing physical education for handicapped students in their state.

2. To determine the extent to which physical education personnel are providing appropriate physical education services to handicapped students served in the public schools of the state. Specifically addressed are services pertaining to : a) referral, b) IEP, c) parent involvement, d) placement, e) related services, f) assessment, g) individualized instruction, h) facilities i) budget, j) class time.

3. To determine the opinions of respondents about the need for inservice training in adapted physical education.

CHAPTER II

METHODS AND PROCEDURES

Project objectives detailed in the original grant application included development and validation of an appropriate needs assessment instrument for determining needs in physical education for handicapped students. Technical assistance would also be provided in the form of recommended computer analysis techniques. The target population for this project were State Directors of Special Education, State Comprehensive System of Personnel Development Committee Members, and/or State Part D Consultants.

As a result of concerns expressed by the SEA personnel in the first months of project activity, however, objectives were expanded to include assistance to states in improving interstate communications among those professionals concerned with special physical education. Also, at this time, it was found that the prototype survey instrument was suitable for development of a full-scale data analysis software system. Ultimate Project results, therefore, have exceeded original objectives in both scope and depth.

Improved Communications

Project on Cooperative Manpower Planning in Special Education

The Project staff were integral participants in all five CSPD regional workshops held by the Cooperative Manpower Planning Project, and supported by the Office of Special Education Programs, through the University of Missouri, Columbia. The regional sites, targeting five to ten states for each workshop included Kansas City, Atlanta, Columbus, Reno, and Providence. It was the CSPD-PE Project staff's responsibility to provide participants with information on the development and implementation of the CSPD Council in their states as well as to orient them to the objectives and the future activities of the Project. Considered to be highly effective, the first person communication allowed the establishment of rapport with individual states, further insuring that commitments made by the states to carry out the Project objectives would be accomplished. Subsequent communication with participants indicates that these dialogues have been instrumental in fostering improved communication networks among states with similar problems and concerns.

The direct communication afforded in these meetings provided Project staff with information regarding the general status of special physical education in individual states as well as specific factors affecting each state's ability to meet student needs. The information and insights gained were most valuable to Project staff in tailoring both the needs assessment instrument and analysis software to meet user needs.

Directory: State Education Leadership Personnel

One product of the Project efforts has been the development of a National Directory detailing the names, positions, addresses, and telephone numbers of leadership personnel in special education from each state and trust territory. Correspondence from throughout the country indicates the impact that the directory has had outside State Departments, as a number of public and private agencies, as well as local school districts, institutions of higher education and other state agencies have requested copies of the Directory. It might be noted that the Office of Special Education, Division of Personnel Preparation has also indicated the value of the Directory.

It was felt imperative that this Directory be kept up-to-date. Therefore, revised editions have periodically been distributed. The Project has attempted to keep all State Departments notified of changes in personnel and addresses throughout the year through the Spec.PE bulletin board, administered by the Project via the SpecialNet Electronic Communication Service.

Position Paper on Physical Education for Individuals with Disabilities

A Position Paper was submitted to the Office of the Assistant Secretary for Special and Rehabilitation Services during the Fall, 1984 by the National Consortium on Physical Education and Recreation for the Handicapped. A number of requests were submitted to the Office of Special Education Programs for copies of the Consortium's Position Paper. Due to the volume of requests received by OSERS, Project staff undertook the dissemination of this document along with requests for supplemental information related to physical education services for individuals with disabilities. (See Appendix B)

Technical Assistance

With increased national recognition of the Project's purpose, came a corresponding increase in requests for technical assistance from a broad spectrum of educational agencies. The information or services requested have related directly to special education services for individuals with disabilities and were not limited to State Education Agencies, but included advocacy groups, institutions of higher education, regional resource centers, as well as local education agencies.

Dissemination

The communication network between agencies and the Project must be constantly evaluated and supported to ensure efficient transmittal of information from the most valid of resources. Toward this end, the Project activities have been published in two national sources. A special projects collection describing the 51 special projects funded by the Division for Personnel Preparation in 1983 through 1985 was distributed by Dissemin/Action, Inc. Additionally, the Project was featured in the September 1985, issue of the Journal of Physical Education, Recreation and Dance; The primary publication for the American Alliance for Health, Physical Education, Recreation and Dance. Additional dissemination activities encompassed invited presentations given at two state meetings sponsored by the respective State Departments of Education, a National Research Symposium presentation at the Annual Convention for the American Alliance for Health, Physical Education, Recreation, and Dance. Other presentations were made at the Southern District, American Alliance for Health, Physical Education, Recreation and Dance, and at the Physical Education Sports for the Disabled Conference in Tampa, Florida. In June, 1987, Dr. Bundschuh will also make a presentation on training needs assessment in adapted physical education at the International Symposium on Adapted Physical Activity in Brisbane, Australia. (See Appendix C)

Additional dissemination activities involved personnel from the Office of Special Education and Rehabilitation Services, Office of Special Education Programs. The Project Director had the opportunity in December, 1985 to update Mr. William Tyrrell, Acting Director, Division for Assistance to States, Ms. Dawn Hunter, Project Officer, and Mr. William Hillman, Project Officer, Division for Assistance to States, and Ms. Martha Bokee and Dr. Doris Sutherland, Division of Personnel Preparation, regarding the Project's activities.

Spec.PE Bulletin Board

One of the major components of the Project, since its inception, has been the administration of the physical education Spec.PE bulletin board via the SpecialNet Electronics Communication System, administered by the National Association of State Directors of Special Education. Updates were provided to SpecialNet users including all State Departments of Special Education. It was the responsibility of the Project staff to provide updated information regarding the provisions of appropriate physical education services for individuals with disabilities and to become a national clearinghouse for routing requests to State Departments regarding questions from their consumer population. The effectiveness of the Project's administration of the Spec.PE bulletin board was noted in a letter from the SpecialNet National Systems Management. The Spec.PE bulletin board was, further, featured in the August, 1986 SpecialNet News newsletter.

The Spec.PE Bulletin Board has proven to be a vital link in the physical education communication network. Reports from users indicate substantial expansion in communications among state education agencies, institutions of higher education, grant projects and others concerned with physical education for the handicapped. (See Appendix D)

Assistance to States in Improving Needs Assessment Function

The major focus of the Project has been a concern for comprehensive needs assessment process to be implemented in each state and trust territory. Toward this end, Project activities have centered on the development of a comprehensive needs assessment system in special physical education and the training of state education personnel in effective needs assessment processes.

Spec.PE Needs Assessment Management System in Special Physical Education

The Spec.PE Needs Assessment Management System, composed of a validated needs assessment survey instrument, microcomputer-ready analysis software and a user's manual, comprises a complete needs assessment package. It was the intent of Project personnel to provide State Departments of Education with a comprehensive, basic needs assessment system ready for immediate use. Data analysis software written specifically for the data collection instrument would provide State Department personnel the ability to conduct data analysis in their own offices, thereby reducing costs and increasing control over the data entry/file management procedures. Follow up technical assistance would aid states in modifying the data collection instrument and software to address areas of special concern.

The Spec.PE user's manual is divided into two major sections. Book I addresses strategic planning and is primarily for use by State Education Agency personnel concerned with needs assessment in the context of the Comprehensive System of Personnel Development. The purpose of the information provided is to assist states in the identification and fulfillment of service needs in special physical education; including preservice, inservice and staff development. Background information related to P.L. 94-142 and physical education is included for the purpose of clarifying the rationale for states to assess needs in this curriculum area. Directions for effective needs assessment development concerning the goals of special physical education and cooperative planning is included. In addition there is a focus on the needs assessment process regarding data collection, analysis and validation of physical education training needs. Book II presents data collection and analysis procedures relating directly to the Spec.PE Management System with specific attention to survey administration and analysis software modification. This section of the manual also provides detailed instructions for use of the Spec.PE data analysis software. The software provided as a correlative product to the manual and data collection instrument allows State Departments to enter, store and retrieve data in a continuous manner by utilizing already existing hardware (personal computers available within their state office structure) and personnel. (See Appendix E)

Spec.PE Development Procedures

The prototype Spec.PE Needs Assessment data collection instrument was developed through analysis of many existing instruments, produced to meet the individual needs of the states of origin. Individual questions and question formats were studied with regard to: 1) adaptability for use on a national level, 2) depth as well as scope of data acquired and 3) suitability for analysis by microcomputer hardware. A data collection instrument developed by Dr. Gail Dummer, Michigan State University was found to meet most Project criteria and served as the basic model for the Spec.PE instrument design.

Development of specific questions was accomplished through cooperative efforts of Project staff and the Project's Advisory Board of special education and adapted physical education specialists from around the country with consideration for concerns expressed by U.S. Office of Special Education Programs personnel. A major concern of this office was consistency and/or standardization of terminology and question phrasing in order to increase the value of comparative results between states. It was felt that such consistency in initial analyses would aid the development of inter-state information sharing networks.

Pilot Study

In conjunction with the Georgia Department of Education, Program for Exceptional Children, a pilot survey of both regular and adapted physical education teachers in the State of Georgia was conducted.

In order to validate the questionnaire for mainframe computer computation, initial analysis of the Georgia survey was conducted by the Survey Research Center at the University of Georgia. It should be noted that, as specialists in survey analysis, Survey Research Center personnel are exceptionally cognizant of both survey respondent behaviors and computer programming details which may affect utility of final results.

A side benefit of this working relationship was the highlighting of areas where accurate communication between survey development and survey analysis personnel are critical to effective needs assessment processes. As a result, information designed to aid State Department personnel in communications with computer analysts has been incorporated into the Project's training agenda.

Results of the mainframe computations were analyzed by the Project Director and Systems Designer with regard to Federal reporting requirements and the practical needs of CSPD planners. Through this study, areas where details of analysis software design could effect greater depth, practicality and/or usefulness of analysis results were identified for consideration in microcomputer software design.

Final Product Development

Data Collection Instrument. The original data collection instrument, designed for use with both regular and adapted physical educators, focused on four main areas: 1) teacher qualifications, with emphasis on preservice and inservice training in adapted physical education and special education; 2) class loads, including type and number of students, duration, frequency, budget and facilities; 3) nature of the physical education program for handicapped students, including referral, IEP's, assessment, individualization of instruction; and 4) teacher opinions concerning the need for inservice training in adapted physical education. Individual question formats were of three basic types: 1) multiple choice; 2) fill in the blank; and 3) rate according to guideline responses. (See Appendix F)

Pilot survey results showed the original data collection instrument to be a well rounded, comprehensive needs assessment instrument. In addition to the expected quantitative data, pilot survey results provided considerable insight into the current status of interdisciplinary (special education/physical education) coordination in referral, assessment, IEP's, and program planning.

Only minor revisions, therefore, were needed before distribution on a national scale. Some changes to facilitate microcomputer analysis, such as replacing an open response format with a multiple choice format, were made using ranges from the pilot survey as guidelines. Other revisions, based on pilot survey results, included wording changes to insure uniform interpretation in all parts of the country.

On August 8, 1984 a Project planning meeting, attended by Project staff, Advisory Board members, and personnel from the U.S. Office of Special Education Programs, was held in Washington D.C. The variety of issues and concerns raised, reflecting perspectives of institutions of higher education as well as state and federal special education programs were instrumental, in further refining the Spec.PE data collection instrument toward producing information relevant to all sectors of the education system.

Software Development. Design and writing of the Spec.PE data analysis software was accomplished entirely within the Project environment. The makeup of the Project's office staff and Advisory Board including professionals in the areas of computer software design, adapted physical education, and state education agency needs allowed each detail of product development to be considered from all relevant aspects. Input from the Systems Designer during questionnaire development and input from adapted physical education and SEA representatives during software development insured coordination of raw data collection and electronic analysis techniques to produce desired results. This cooperative development effort is significant as most frustrations in survey research result from a lack of communication and/or understanding of needs between those persons charged with survey development and survey analysis.

The completed Spec.PE software package is a menu driven system composed of four independent, yet interactive function programs: 1) data entry; 2) establishment of permanent data files; 3) combination of permanent data files; and 4) data analysis and report generation. Two additional function programs provide the user with controlled means of deleting obsolete data files and terminating daily activity. Error correction capabilities, allowing the user to correct past as well as current typographical errors, are built into the data entry function program. This configuration provides the user with a great deal of versatility in designing an analysis plan to fit the unique demographic aspects of each state.

Individual programming details such as data screening and sorting tasks, error catching and formula modifications were developed specifically for individual questions on the Spec.PE data collection instrument and incorporated as automatic features of the analysis software. Such specificity of design: 1) allows many pre-analysis screening tasks to be handled by the software during data entry; and 2) insures that data treatment/formula details for each question are individualized to produce useful results.

Primary responsibility for designing and writing of the software package rested with the Project's systems designer. It should be noted, however, that the Project's cooperative approach of ongoing communication between specialists in microcomputer programming, adapted physical education and SEA considerations provided daily opportunities to discuss options in programming details.

The following outline of software development assumes interactive planning when appropriate.

1. Mainframe analysis results of the pilot survey were studied to ascertain specific areas where modification and/or enhancement of standard analysis techniques could better serve the needs of state education agencies.

2. Initial data entry programming for each question was written and tested for accuracy.

3. Initial data entry programming was studied and revised in areas where additional information could be extracted from raw data, then retested.

4. Upon determination that data entry programming provided all sorting error checking, decision, and accumulation functions necessary, data storage, data management, data analysis and report generation programs were written.

5. The complete Spec.PE software system was tested using questionnaires obtained from the pilot study. In addition to confirming programming accuracy and adequacy of file design, this testing phase pointed out unusual response patterns due to local or regional conditions. Additional programming revisions were made to insure that these locally significant patterns were adequately reflected in final reports.
6. Additional revisions were made over the next two years, as information from users became available, to better serve individual state needs and demographic conditions.

Spec.PE Instructional Videotape. During the third year of Project activities, it became apparent that travel costs would prohibit on-site training of Hawaii and the Pacific Trust Territies. In order to provide these education agencies with complete orientation to use of the Spec.PE Needs Assessment System, Project staff developed and filmed an instructional videotape to be included as part of the Spec.PE product package. The value of such an ongoing instructional medium was, further, deemed significant to those states previously trained as a means of orienting new personnel. Copies of the videotape, therefore, were also sent to each state and territory as an additional product of Project activities. (See Appendix L)

Training

Contact with SEA, IHE and other concerned professionals prior to implementation of this Project indicated that potential beneficiaries of Project efforts desired communication and information regarding development of physical education programs and CSPD efforts in addition to needs assessment materials. It was determined that a regional workshop training format would help to meet this need by providing an environment where both Project staff and SEA professionals could establish working relationships while sharing information of use to all.

The growing tendency of states to restrict out of state travel, however, made a regional workshop format impossible in some areas of the country. When necessary, Project staff have traveled to the office of the Special Education Director, State Department of Education in order to effect personalized training in Project materials. In addition to providing an excellent means of establishing rapport between Project representatives and SEA personnel, this approach allows a greater number of personnel from a given state to participate, thereby enlarging perspectives in discussions of the state's program.

A growing trend toward cost effective intra-state cooperation in conducting needs assessment surveys is indicated by the number of non-SEA personnel trained as designated representatives of their state in the following list of trainees.

ALABAMA:	Dr. Ann Ramsey, SEA Mr. Barry Blackwell, SEA Dr. Carry Boswell, SEA Dr. Richard Causey, SEA Dr. Terry Cronis, University of South Alabama Mr. Terry Longest, SEA Mrs. Julia Pilkerton, SEA Dr. Glenn Roswal, Jacksonville State University
ALASKA:	Mr. Richard Smiley, SEA
ARIZONA:	Ms. Tommi Pierce, SEA Ms. Marcia J. Smith, LEA
ARKANSAS:	Dr. Roland Croce, Univ. of Arkansas at Little Rock Ms. Janet Hargett, Arkansas Easter Seal Society Mrs. Jerrie Ueberle,
BUREAU OF INDIAN AFFAIRS:	Ms. Christine Brown
CALIFORNIA:	Dr. Peter Aufsesser, San Diego St. University Ms. Jean Bartelt, SERN Mr. Jim Cowart, Calif. School for the Blind Mr. Pat Dougan, SERN Mr. Marion Miller, SEA Mr. Steve Johnson, SERN Dr. Janet Seaman, California State University Ms. Susan Westaby, SEA
COLORADO:	Ms. Nancy French, SEA Dr. Bill Vogler, University of Colorado
CONNECTICUT:	Dr. Jay Shivers, University of Connecticut Mr. James M. Fieldhouse, Southern Conn. St. Univ.
DELAWARE:	Ms. Cherritta Matthews, SEA
DIST. OF COLUMBIA:	Ms. Martha Bokee, Special Education Programs, USOE Ms. Ann Graziadei, Gallaudet College Dr. Ellen Grief, D.C. Department of Education Mr. William Hillman, Jr., Special Educ. Programs, USOE Ms. Leah Humphrey, D.C. Department of Education Ms. Barbara P. Johnson, D.C. Department of Education

	Ms. Poinsettia Peterson, D.C. Department of Education
	Ms. Barbara Roquemore, D.C. Department of Education
	Ms. Lorraine Scott, D.C. Department of Education
	Ms. Maureen Thomas, D.C. Department of Education
	Ms. Carol J. Wallington, D.C. Department of Education
	Ms. Roberta Weiner, Capital Publishing
FLORIDA:	Dr. Louis Bowers, Univ. of South Florida
	Mr. Joe Gorman, LEA
	Ms. Laverne Graves, SEA
	Mr. Manny Hargeones, SEA
	Ms. Carol Wright, LEA
GEORGIA:	Dr. Deborah Baber, Valdosta State College
	Mrs. Marlene Bryar, SEA
HAWAII:	Mr. Harry M. Greenwood, Kauai Schools
	Mr. Howard Okimoto, SEA
IDAHO:	Ms. Martha Noffsinger, SEA
ILLINOIS:	Dr. Carl Eichstaldt, Illinois State University
	Dr. Bob Henderson, University of Illinois
	Ms. Susan Shea, SEA
	Dr. Garth Tymeson, Northern Illinois University
	Dr. Robert Weber, Southern Illinois University
INDIANA:	Dr. Susan Aufderheide, Purdue University
	Ms. Carol E. Eby, SEA
	Dr. Paul Surburg, Indiana University
IOWA:	Ms. Deb Dearden, Des Moines Schools
	Ms. Dennis Dykstra, SEA
	Mr. Dick Fischer, SEA
	Mr. Paul Kabarec, SEA
	Mr. John Martin, SEA
	Ms. Dee Ann Wilson, SEA
KANSAS:	Ms. Jan Beck, SEA
	Dr. Barry Lavay, Fort Hays State University
KENTUCKY:	Ms. Donna Despain, SEA
	Dr. John Hall, University of Kentucky
LOUISIANA:	Dr. Geoffrey Broadhead, Louisiana State University
	Ms. Janice Fruge, SEA
MAINE:	Dr. Richard Bartlett, SEA
	Dr. James T. Decker, Univ. of Maine at Orono
MARYLAND:	Dr. Pat DeRocco, University of Maryland
	Ms. Sheila Draper, SEA
	Dr. Fred Humphrey, University of Maryland
	Dr. Dan Joseph, Coppin State University
	Ms. Betty Reid, SEA

MASSACHUSETTS:	Dr. Peter DePaolo, SEA
	Ms. C. G. Shaffer, The Network, Inc.
MICHIGAN:	Dr. Billye Cheatum, Western Michigan University
	Dr. Gail Dummer, Michigan State University
	Mr. Jef Jones, LEA
MINNESOTA:	Ms. Christina Clark, SEA
	Mr. Bruce Miles, Sterns Cooperative Education Service
MISSISSIPPI:	Ms. Diane Enis, SEA
MISSOURI:	Dr. John Allan, SEA
	Ms. Diane Golden, SEA
	Dr. Richard Schofer, University of Missouri
MONTANA:	Mr. Ron Lukenbill, SEA
	Mrs. Sue Paulson, SEA
NEBRASKA:	Dr. Paul L. Bishop, Kearney State College
	Ms. Mary Ann Losh, SEA
NEVADA:	Dr. Brent Mangus, Univ. of Nevada - Las Vegas
	Mrs. Judy Smith-Davis, Counterpoint
NEW HAMPSHIRE:	Ms. Carol Davis, SEA
	Ms. Judith Raskin, Parent Information Center
NEW JERSEY:	Dr. Eugene R. Mason, SEA
NEW MEXICO:	Dr. Michael Kaplan, SEA
NEW YORK:	Dr. Doris L. Berryman, New York University
	Dr. Diane Craft, Courtland State University
	Mr. Larry Waite, SEA
	Dr. Terri Rizzo, State University College
NORTH CAROLINA:	Mr. Fred Baars, SEA
	Dr. Charles Bullock, University of North Carolina
	Dr. Michael Churton, Appalachain State University
	Mr. Richard Clontz, SEA
	Dr. David Poretta, East Carolina University
	Dr. Jim Rich, A & T State University
	Dr. Thomas K. Skalko, Univ. of North Carolina West
	Mrs. Mary Turner, Appalachian State University
NORTH DAKOTA:	Mr. Jim Bower, SEA
	Mr. Terry Peterson, LEA
	Mr. Kurt Weinberg, LEA

OHIO:	Dr. Walter Davis, Kent State University
	Dr. Walter Ersing, Ohio State University
	Dr. Sue Gavron, Bowling Green State University
	Dr. Paul Jansma, Ohio State University
	Ms. Judy Wallace, SEA
	Dr. Michael Loovis, Cleveland State University
OKLAHOMA:	Ms. Pam Sparks, SEA
OREGON:	Dr. John Dunn, Oregon State University
	Dr. Paul McGuire, Oregon State University
	Dr. Bob Siewert, SEA
PENNSYLVANIA:	Dr. David Auxter, Slippery Rock College
	Dr. W. Lee Heron, SEA
PUERTO RICO:	Ms. Maria BalAuena, SEA
	Ms. Maria Y. Carabal, SEA
	Mr. Jorge Colon, SEA
	Ms. Maria de Lourdes B. de Contes, SEA
	Ms. Maguelina Galdi, SEA
	Ms. Gaime Y. Gata Rinev, SEA
	Mr. Jorge Salgado, SEA
	Mr. Julio E. Sobator, SEA
	Ms. Elba Iris Traverso, SEA
RHODE ISLAND:	Dr. Lorraine Bloomquist, University of Rhode Island
	Ms. Paula Scraba, University of Rhode Island
SOUTH CAROLINA:	Ms. Mary Ginn, SEA
	Mr. Charles White, S.C. School for the Deaf and Blind
SOUTH DAKOTA:	Ms. Mona Terwilliger, SEA
TENNESSEE:	Ms. Laura Davis, SEA
	Dr. Wendell Liemohn, University of Tennessee
TEXAS:	Dr. Ron French, Texas Woman's University
	Dr. Claudia Knowles, SEA
	Dr. Jeffery McCubbin, Trinity University
	Dr. Carol Pope, Texas Woman's University
	Dr. Claudine Sherrill, Texas Woman's University
UTAH:	Dr. Hester Henderson, University of Utah
	Dr. Elwood Pace, SEA
	Mr. C.E. Freston, SEA
VERMONT:	Dr. Larry Carmichael, University of Vermont
VIRGINIA:	Dr. Luke Kelly, University of Virginia
	Dr. Julian Stein, George Mason University
	Dr. Gail Webster, Va. Polytechnic Inst. and St. Univ.

WASHINGTON:	Ms. Lois Hart, SEA
	Dr. Karen DePauw, Washington State University
WEST VIRGINIA:	Ms. Audrey Sprenger, SEA
WISCONSIN:	Dr. Lane Goodwin, University of Wisconsin - La Crosse
	Dr. Paul Lauritzen, University of Wisconsin - Whitewater
	Ms. Dorothy Placide, SEA
WYOMING:	Ms. Anna Kitchner, SEA
REGIONAL RESOURCE CENTERS:	Mr. Ken Baker, Northeast RRC
	Ms. Deb Brower, Mountain Plains RRC
	Ms. Ethel Bright, Mid South RRC
	Mr. Tim Kelley, South Atlantic RRC
	Mr. Glen Latham, Utah RRC
	Mr. Larry A. Magliocca, Great Lakes Area RRC
	Mr. Ken Olsen, Mid South RRC
	Ms. Christy Riffle, Mid South RRC
	Mr. Dick Zeller, Western RRC
AUSTRALIA:	Dr. David E. Jones, Brisbane College of Adv. Education

Spinoffs From Project Activities

Project activities have produced a greater impact than originally expected in several areas. The Spec.PE bulletin board, the first physical education oriented board on the SpecialNet system, has filled a nationwide communication need. NASDSE personnel, from the number of user inquiries received, were aware that such a need existed prior to our establishment of the Spec.PE board. Subsequent user responses, both to NASDSE and to Project staff, indicate that Spec.PE has become a first-line source of new information and communication.

During 1986, Project Staff communicated with the Genkids network, a group of Michigan special education classrooms using SpecialNet access as part of their program. The Project sent a series of messages composed of games devised for and used in adapted physical education settings. A message received from the Davison/Kids group (Appendix G) points out the significant problems faced by many special education teachers as well as the students' responsiveness to activities perceived as coming from and "enjoyed by other children instead of just something selected from the book". In the 1986-87 school year teachers in the GenKids group have requested, from Project staff, help in locating information on physical education, fitness, and parent materials as well as more games for classroom use. Clearly, SpecialNet access has broadened the communication and professional support network for teachers participating in the Genkids project. The potential benefits of a nationwide electronic communication system between individual schools and classrooms are enormouse.

Both SpecialNet and journal articles have brought Project activities and materials to the attention of special education and physical education professionals at the LEA level. As a result, the Project has provided referrals, Project materials, APE materials, parent materials and other information to numerous classroom educators and local administrators. Many school systems have indicated intent to use the Spec.PE Management System for assessment of local needs. (See Appendix H)

One outcome of the Project's personalized training format, which has encouraged Project-State rapport through informal discussion of individual state problems and concerns, has been a greater impetus toward addressing the area of adapted physical education as a formal agenda item at various state initiated meetings. The Project's impact is evidenced by invitations issued to Dr. Ernest Bundschuh, Project Director, to address meetings of SEA personnel in Oklahoma and Maryland, as well as the fall conference of the Mid-South Regional Resource Center attended by representatives of five state education agencies. Telephone consultation, providing information to be used in such meetings, has also been provided to many other states. (See Appendix I)

Similarly, the personal contact training format has generated a cooperative referral relationship between Project staff and SEA personnel. As a result, Project staff have satisfied requests for additional adapted physical education materials and information, copies of articles, parent materials and referrals to professionals working within particular states or problem areas. The book "Parents as Partners: A Program of Physical Activity for All" (developed by Project Dart, a regional project for training LEAs and parents directed by Dr. Bundschuh) has been requested by states in all parts of the country.

Due the inclusion of SEA technology experts in training sessions, the Project's analysis software component has effected an impact on internal needs assessment processes in both special and regular education. As reference information regarding survey analysis by microcomputers is unavailable in the literature, the Project's decision to provide accessible (unencrypted) copy of all Spec.PE programs represents a unique source of study for those SEA personnel desiring to develop analysis software. Several states, recognizing that the data collection instrument/analysis software coordination is format rather than subject oriented, have asked for and received permission to adapt Project materials for use in collecting needs data in both special and regular education disciplines.

CHAPTER III

EVALUATION

It was expected that first use of Project materials for an official survey would be subject to administrative factors beyond both the Project's and state Special Education user's control. Indeed, approval procedures, scheduling, budgetary and other factors have intervened to delay implementation in at least two states. Other states have informed the Project of plans to incorporate the Spec.PE survey into their scheduled Spring or Fall survey agendas. Information necessary to make a complete evaluation of field performance is, therefore, insufficient at this time. Results where a first survey has already been conducted, however, indicate that the Spec.PE system will exceed original performance expectations.

The State of Colorado was particularly helpful in evaluation efforts in allowing Project staff to duplicate it's survey analysis procedures from original data collection instruments. As a result, the Project was able to generate a complete set of survey reports (17 individual reports including regional breakdowns by school level, statewide breakdowns by school level and an inclusive statewide total) which could be studied both in relationship to each other and to the original data collection material. Evaluation of software compatibility with data entry personnel needs, respondent behaviors, and local variances in reporting patterns were also made. Comparison of user comments and Project staff experience with the same materials provided an opportunity to evaluate the way in which users tend to utilize software features. As a result, Project staff have included recommendations for efficient analysis procedures as part of the training agenda. Colorado's analysis plan, particularly separate analysis of elementary and secondary schools, does an outstanding job of highlighting needs common to instructional level which may not be apparent in an overall statewide analysis and is now presented as a model plan to other states.

It is the intention of Project staff to remain available, after termination of the grant period in May, 1987, for assistance to states in conducting and evaluating their surveys.

Evaluative procedures designed to assist Project personnel in ongoing training and material development have been in place throughout the dissemination and orientation period. A letter, requesting a short, anonymous evaluation of Project training presentation, manual content and software was sent to each trainee within one month of the training date.

It was found that respondents were acquainting themselves with use of the Spec.PE software system through use of a hands-on exercise included in the Spec.PE manual (see "SAMPLE RUN - An Exploratory Exercise", page 74, Book Two of the Spec.PE Manual) as well as overall study of Project materials. Evaluative comments received, therefore, constitute a well rounded consideration of Project materials and their suitability for use within individual state environments. Copies of evaluation letters are provided in Appendix K.

APPENDIX A

Excerpts from
Monitoring Instruments

In meeting this standard, specific notice regulations. "...it should be stressed that, where a handicapped child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that enviornment."

*j. When a handicapped child is placed in other than a regular classroom, a chronologically age appropriate placement should be provided.

2. **Adoption and the use of policies and procedures which ensure that each handicapped child participates with nonhandicapped children in nonacademic and extracurricular activities to the maximum extent appropriate to the needs of that child. (34 CFR 300.553; 300.306).**

a. In providing or arranging for the provision of nonacademic and extracurricular services and activities, each public agency shall ensure that each handicapped child participates with nonhandicapped children in those services and activities to the maximum extent appropriate to the needs of the child. (300.553)

Nonacademic and extracurricular activities may include: (300.306(b))

i. Counseling services;

ii. Athletics;

iii. Transportation;

iv. Health services;

v. Recreational activities;

vi. Special interest groups or clubs sponsored by the public agency;

vii. Referral to agencies which provide assistance to handicapped persons; and

viii. Employment of students including:

- Employment by the public agency; and
- Assistance in making outside employment available.

b. In instances where academic instruction is provided in special classes or other restrictive classes or other restrictive settings, nonacademic and extracurricular activities must be provided to handicapped children in the regular or least restrictive environment to the maximum extent appropriate. (300.553, Comment)

3. **Adoption and use of policies and procedures which ensure that handicapped children have available to them the variety of educational programs and services available to nonhandicapped children in the area served by the agency. 34 CFR 300.05, 300.307).**

a. Each public agency shall take steps to ensure that its handicapped children have available to them the variety of educational programs and services available to nonhandicapped children in the area served by the agency, including:

i. Art;
ii. Music;
iii. Industrial arts;
iv. Consumer education and homemaking education; and
v. Vocational education. (300.305)

b. Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education (300.307(a)).

c. Each handicapped child in any educational setting must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children, unless the child needs specially designed physical education, as prescribed in the child's IEP or the child is enrolled full time in a separate facility. (300.307(b))

d. If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs. (300.307(c)).

4. **Review and Approval of LEA procedures to ensure that to the maximum extent practicable, and consistent with 300.550 - 300.553, the LEA provides special services to enable handicapped children to participate in regular education programs. (34 CFR 300.227)**

   a. Each LEA application submitted to the SEA must describe:

      i. The types of alternative placements that are available for handicapped children; (300.227(b)(1)) and

      ii. The number of handicapped children within each disability cateogry who are served in each type of placement. (300.227(b)(2)).

5. **Adoption and use of proper methods of disseminating throughout the State, information on the least restrictive environment requirements. (34 CFR 76.101(e)(3)(iv), 300.550).** A proper method for the dissemination of information should, at a minimum meet the following or similar standards:

   a. The dissemination throughout the State of information on least restrictive environment requirements and successful practices (76.101(e)(3)(iv)).

   *b. Strategies used for disseminating the least restrictive environment requirements.

APPENDIX B

Position Paper

National Consortium on Physical Education Recreation and Health for the Handicapped

NCPERH
National Consortium on Physical Education
and Recreation for the Handicapped

BOARD OF DIRECTORS
1983-84

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PAST PRESIDENTS
[illegible]

October 5, 1984

Mrs. Madeleine Will
Assistant Secretary
Office of Special Education and
Rehabilitation Services
U. S. Department of Education
Switzer Building
330 C Street S. W.
Washington, D. C. 20202

Dear Mrs. Will:

On behalf of the NCPERH, I would like to express my sincere appreciation for the time and the interest you have shown relative to the need to address physical education and recreation concerns for the handicapped. The meeting chaired by Dr. Max Mueller provided a means by which information and communication could flow between the Department of Education and the National Consortium on Physical Education and Recreation for the Handicapped. Attached is a copy of the report that was requested by Dr. Mueller which allowed the NCPERH to offer guidelines and viewpoints relative to priorities and needs within the field.

The NCPERH has been quite impressed with the leadership that has developed within the department over the course of the last 18 months. The attached report was the second document developed by the NCPERH which addressed key areas of concern from which the various divisions within the Office of Special Education-SEP requested information. I feel that these divisions currently have, given the attached document and its predecessor, the necessary information from which to begin the process of identifying priorities that will affect the physical education and recreational needs of exceptional children in this country. The NCPERH is willing to assist the OE:SEP in the development of these guidelines and priorities should you feel this appropriate.

An Equal Opportunity/Affirmative Action Institution

The NCPERH is committed to serving the needs of handicapped children and adults. It is important for these exceptional individuals that organizations that provide services work cooperatively and share information that will contribute to policy and decisions that affect their lifestyles and well-being. For the past three years the NCPERH and OE:SEP have cooperatively attempted to address these needs through two dialogues which resulted in the development of the attached position statement and its predecessor. We will communicate with Dr. Mueller to clarify, expand, or provide further interpretation. We will attempt to establish meeting times so these dialogues will continue and that we might begin the monumental task of identifying guidelines and priorities in the area of adapted physical education and therapeutic recreation.

Again on behalf of the NCPERH, we are indeed thankful for your time and support. We hope this document will provide you with useful and pertinent information.

Sincerely,

Ernest L. Bundschuh
Immediate Past President

ELB/msf

cc: Dr. Max Mueller
Dr. Tom Behrens
Dr. David Rostetter
Dr. Marty Kaufman

PHYSICAL EDUCATION FOR INDIVIDUALS WITH HANDICAPPING CONDITIONS

INTRODUCTION

This position paper was written in response to a direct request from the Office of Special Education Programs for a definition and discussion of physical education services for individuals with handicapping conditions. Specifically, the purpose of this paper is to (a) define physical education for the handicapped in terms of the nature of services provided, the populations served, and the educational settings and resources employed; (b) clarify the roles and responsibilities of personnel providing such physical education services and outline appropriate professional preparation of service providers; and (c) discuss research needs and demonstration activities with reference to both current funding priorities and physical education issues.

Definition

The wording of P.L. 94-142 demonstrates specific Congressional intent to emphasize physical education as an integral aspect of special education services for all handicapped children. As indicated in the definition of special education, the focus is on instruction in physical education. Physical education is specifically defined as . . .

. . . development of physical and motor fitness;

. . . development of fundamental motor skills and patterns; and

. . . development of skills in aquatics, dance, individual and group games and sports, including intramural and lifetime sports.

The term physical education includes special physical education, adapted physical education, movement education, and motor development.

Considerations for service delivery. Emphasis should be upon physical education for its own unique contributions to the overall education of students with handicapping conditions, specifically the development of fitness, fundamental motor skills, and games and sports skills. Although teachers of physical education for the handicapped may encourage use of physical and motor activities as a therapeutic modality or as a means of attaining goals and objectives in affective and cognitive areas; within the spirit and letter of P.L. 94-142 such uses of physical activities must be in addition to, not in place of, physical and motor activities for and of their own goals and objectives, contributions, and values to students with handicapping conditions. As such, physical education is not physical therapy, occupational therapy, or therapeutic recreation. Nor should free play or recess be considered equivalent to physical education. Primary physical and motor needs and objectives cannot be compromised, nor the integrity of physical education programs sacrificed.

Physical education for students with handicaps must be administered in a manner consistent with other special education services. That is, services are provided to those children who cannot successfully achieve in the regular physical education class. The focus of physical education for the handicapped is to serve children whose psychomotor performance levels are significantly below average. Teachers of physical education for the handicapped direct their energies toward analyzing such performance, identifying students' strengths and weaknesses, and determining the appropriate programmatic response. Specific education interventions and strategies are then developed to improve performance.

Instructional emphases. Physical education for students with handicaps is a comprehensive service delivery system designed to identify strengths and weaknesses and to foster development within the psychomotor domain. Physical education services for individuals with handicapping conditions should include psychomotor assessment, individualized educational programming, and developmental and/or prescriptive teaching. Although all handicapped students should be afforded these services, the content of instruction will vary according to the ages and abilities of students.

Emphasis at the preschool level is upon the development of appropriate play skills and behaviors. The basic motor skills are developed and practiced during play as well as enhanced by the opportunity for normal motor development.

Emphasis at the elementary school level is upon developing basic motor skills, fundamental movement patterns, good posture, appropriate body mechanics, and physical fitness. Development occurs through individualized and personalized physical activity programs using movement exploration, guided discovery approaches, problem solving techniques, and station or circuit teaching methods.

Emphasis at the middle, intermediate, or junior high school level is upon physical fitness, team games, and sports activities. While this focus does pose a more difficult and challenging situation for both teachers and students, it is far from an impossible task to integrate students with handicapping conditions into regular physical education programs at this level. Many different methods can be used, including specialized instructional techniques, adapted equipment and devices, modified rules for games and sports, flexible class organization, special attention to class leaders, peer tutors, and other student assistance.

Beginning at the high school level and continuing through adulthood, emphasis is upon selective or elective programs involving preparation for lifetime, recreational, and leisure sports and activities. Individuals with handicapping conditions may choose activities which are consistent with their interests, needs, and abilities. Regardless of the nature or severity of an individual's handicapping condition, opportunities are available for instruction and participation in a great variety of indoor and outdoor vigorous and less active, formal and informal, and individual and group sports and activities.

Quality of Instruction. A goal clearly associated with equal educational opportunity for the handicapped is instruction that will maximize the developmental potential of each learner. To achieve this end, teachers should be trained to utilize state of the art instructional and behavioral technologies. Instructional technology refers to the systematic manner of structuring goals and objectives, communicating information, and utilizing feedback systems to enhance student learning. Behavioral technology, on the other hand, is the systematic application of behavioral or psychological principles and environmental manipulations to produce desirable changes in student learning or performance. When teachers are trained to efficiently use instructional and behavioral technologies, optimal student learning and cost-effective education are possible.

Eligibility for Services. All children with handicapping conditions as defined by federal mandate (P.L. 94-142) are to receive appropriate physical education services. Thus, personnel prepared for this task must be able to serve blind, partially sighted, deaf, hard of hearing, mentally retarded, seriously emotionally disturbed, orthopedically involved, learning disabled, multihandicapped, and other health impaired students. Children with handicaps must be provided appropriate programs in all of the parameters of the physical education curricula (physical and motor fitness, fundamental motor skills and patterns, aquatics, team and individual games and sports). Diversity in educational programming may be exemplified through developmental noncategorical approaches. Thus, personnel who are teachers of physical education for students with handicaps require in-depth training to serve diverse populations of children with handicapping conditions.

Special physical and motor needs are those that because of type, degree, or severity cannot at the time be met through participation in regular physical education programs and activities. Stated another way, long-term goals and short-term instructional objectives appropriate for age and/or class peers may not be appropriate for students who have special physical and motor needs at the time of evaluation. These rather general statements can be made more specific through application of physical and motor development eligibility criteria such as . . .

. . . scoring more than one standard deviation below the mean on standardized norm referenced physical and/or motor performance test batteries or on test items validated to measure specific physical or motor abilities;

. . . placing lower than the twenty-fifth percentile on items from norm referenced physical and/or motor performance assessment instruments;

. . . scoring two or more years below chronological age level on a specified number of test items from an appropriate physical and/or motor performance test battery--i.e., scoring at such a level on three out of six test items on the battery;

. . . falling two years below chronological age based on standardized motor development norms;

. . . failing to attain basic minimum performance levels on items scored according to appropriate criterion reference techniques; or

. . . using appropriately sequenced teacher criterion referenced checklists.

Individuals who score well on physical and/or motor performance tests but whose behavior is disruptive or dangerous to themselves and others must be considered for special placement. While emphasis for placement is on physical and motor functions, the whole student must be considered when making placement decisions. Behavior problems of one student cannot be allowed to jeopardize learning opportunities and experiences of others.

Roles and Responsibilities

Physical education for students with handicapping conditions consists of programs designed to enhance their physical fitness and motor skills through modified and developmentally sequenced sport, game, and movement experiences individualized for each participant. The precise role of the special physical educator in providing such instruction is dependent upon many factors. These include the size of the school system, the number and types of handicapped students, and the extent to which regular physical educators are available and prepared to provide programs for students with special needs.

The actual role of the special physical education teacher may be any one or a combination of the following . . .

. . . Direct Service Delivery Specialist: The individual works directly with students in a physical education environment as designated by an IEP.

. . . Resource Specialist: The individual serves as a resource specialist to physical education teachers, special education teachers, regular teachers, paraprofessionals, and parents of handicapped students.

. . . Consultant: The individual serves as a consultant to teachers, parents, community, and other agencies on strategies for providing appropriate physical education programs for the handicapped.

Although responsibilities may vary somewhat depending upon the role or roles assumed, the duties of the adapted physical educator generally include . . .

. . . Evaluating the physical and motoric capabilities and limitations of each student with handicapping conditions,

. . . Planning a physical education curriculum based upon the needs, capabilities, limitations, and interests of each student with handicapping conditions,

. . . Implementing and conducting an instructional physical education program for each student with handicapping conditions,

. . . Conducting basic physical education administrative and supervisory duties related to teaching students with handicapping conditions,

. . . Consulting with regular physical education teachers who have students with handicapping conditions integrated into their programs concerning effective teaching strategies and appropriate curricular activities and emphases,

. . . Providing supportive/resource services to special education classroom teachers and resource room teachers who incorporate motor development and movement activities into the curriculum to enhance cognitive, affective, and motor behavior, and

. . . Interacting and working with professionals and paraprofessionals from various disciplines, parents, and community members who are concerned with handicapped students.

It is apparent that there is a role difference between the regular physical education teacher and the teacher of physical education for children with handicaps. Whereas the regular physical educator should be competent to teach the mildly handicapped student in the mainstream setting, the adapted physical educator typically provides direct service to the more moderately and severely handicapped individual. Current emphasis upon infant stimulation, early childhood, transition, and adult programs for the handicapped has resulted in a broader age range of students in adapted physical education. Thus, special physical educators teach handicapped students who present a vast range of individual differences.

Another role difference between the regular and special physical educator is that the special physical educator is frequently asked to provide indirect service to the handicapped student by serving in an administrative capacity or as a consultant or resource to other teachers. In this latter role, the specialist often serves as a member of the school system's special education staff, performing many services such as assessing the motor skill and physical fitness levels of handicapped students, assisting with the

development of Individualized Education Programs (IEPs), recommending placement options, providing teaching suggestions to physical educators, interacting with related services personnel, recruiting and training volunteers, and informing other teachers about the motor skill and physical fitness objectives for handicapped students. Because of these varied responsibilities, the special physical educator must be prepared to work in a multidisciplinary environment.

The changing role of the teacher of physical education for handicapped students includes selection and training of paraprofessionals to assist in the delivery of services to handicapped children. This includes a careful estimate of the person's present level of ability, attitudes, and assessment of potential for future growth. Further, the educator is responsible for proper orientation, supervision, and evaluation of the paraprofessional who will be assuming many of the responsibilities inherent in a physical education program for children with special needs.

Educational Settings. Physical education services for students with handicaps are delivered in the least restrictive environment. Typical placement classes, self-contained developmental or remedial physical education classes, combinations of these placements, or resource programs.

The teacher of physical education for handicapped students could work within a single educational setting or a combination of education settings, for example, regular school, itinerant service to more than once school, resource room, special school or center, or in a shared service arrangement. Some special physical education teachers may perform much of their work outside the traditional instructional setting. Illustrative is the time spent in individual psychomotor assessment, multidisciplinary programming, and home or community follow-up. Those who work in infant stimulation, early childhood, transition, or adult programs may also work in non-traditional environments.

PROFESSIONAL PREPARATION

The physical education teacher of handicapped students is one who can deliver a broad variety of services to a school or school system. Within the context of the least restrictive environment, a special physical education teacher must be qualified to conduct programs in a variety of settings. That person must also possess a broad spectrum of skills: someone who can assess, develop IEPs, conduct in-service, interact with support personnel, and work with parents; someone who can work with non-ambulatory, nonverbal, and behavior disordered children; and one who can cope with inconveniences such as braces and catheters. In short, the physical education teacher of students with handicaps is an interdisciplinary team member whose skills can be considered as contributing to the whole educational process.

In order to fulfill the roles, responsibilities, and expectations discussed above, the special physical educator must possess numerous knowledges and competencies which are specific to the instruction of handicapped students. These knowledges and competencies include, but are not limited to . . .

Foundations

. . . Understanding of physiological characteristics and mechanical abilities/motor skills of individuals with physical, mental, sensory, neurological and other health needs.

. . . Understanding of typical and atypical physical growth and motor development.

. . . Understanding of psychological and cognitive characteristics of individuals with handicapping conditions as exhibited in motor learning situations.

. . . Understanding of the potential for encouraging positive social behaviors and human interaction through cooperative physical activities, sports, and games.

Curriculum and Methods

. . . Ability to apply strategies for individualizing instruction for students with disabilities in a variety of instructional settings.

. . . Ability to plan individual physical education programs based upon identified goals and objectives.

. . . Ability to apply task analysis techniques in the process of individualizing instruction.

. . . Ability to implement appropriate physical education programs for individuals with disabilities based upon each student's current level of performance.

Practicum

. . . Ability to apply appropriate techniques for encouraging positive behaviors and self-concept as well as for managing problem behaviors.

. . . Ability to function successfully as a team member with other direct service providers such as occupational therapists, classroom teachers, and physical education teachers.

. . . Ability to apply strategies for assessing, identifying, and prescribing specific physical education learning experiences and implementing individualized education programs (IEPs) for children and adults with disabilities.

It is difficult, if not impossible, to include these knowledges and competencies in the typical undergraduate physical education curriculum. Such preparation is usually accomplished in a graduate master's degree program or via special undergraduate professional preparation programs which require advanced training and extra credits beyond the usual graduation requirements.

Several states (CA, IL, KA, LA, MN, MI, NV, NH, PR) have adopted certification, approval, and/or licensing procedures and standards for special physical educators. In general these licensing and certification requirements reflect the value of the knowledges and competencies outlined above.

RESEARCH AND DEMONSTRATION

Current Priorities and Interpretations

For optimal success it is recommended that research proposals submitted by physical educators incorporate the most recent funding priorities.

. . . School-based (direct service delivery) research using school records and focusing on issues relating to the implementation of Public Law 94-142;

. . . Educational use of technological devices and systems by students with handicaps; and

. . . Role of parents and family in the education of students with handicapping conditions.

Examples of how these priorities (particularly the last one) can be related to physical education include . . .

. . . Studies of advocacy models developed cooperatively by parent groups and physical educators to strengthen physical education and recreation delivery services to students with handicaps. These might include . . .

  . . . parent involvement in physical education placement decisions;

  . . . parent involvement in individualized educational plans as they relate to physical education; and

  . . . settlement of disputes between parents and schools relating to physical education, support personnel, Special Olympics, and related extra class activities.

. . . Studies of the total family involvement in the physical education and recreation for students with handicaps with particular attention to the role of siblings; these might encompass cooperative home-school fitness and weight reduction programs, sports, dance, and aquatics involvement, and camping and field sports like fishing and hunting which necessitate good neuromuscular control.

. . . Research on parents as volunteers in physical education for handicapped students concerning service delivery programs and related after school sports, dance, and aquatics programs. This might encompass procedures for training parents and for evaluating effectiveness of this training; procedures for recruiting parents into such programs and sustaining their interest; and determining benefits to parents as well as students with handicapping conditions.

. . . Research on use of computer technology in State Education Agency compliance with P.L. 94-142 in regard to physical education as it relates to their comprehensive system of personnel development (Federal Register, August 23, 1977, p. 42486). Specifically, what successful SEA models can be found which accurately assess numbers needed and existing in regard to special physical educators in the state? How can computer technology be used to evaluate quality of special physical education service delivery in each school district and then synthesize the findings for an accurate SEA report?

. . . Research on use of technological devices like cinematography and related biomechanical analyses in assessing and programming in the psychomotor domain for handicapped students; application of computer technology to the individualized educational plan as it related to physical education and related areas.

Not indicated by SEP as a current funding priority, but nevertheless greatly needed in physical education for the handicapped, are studies which focus on improved implementation of P.L. 94-142. Illustrative of such research are . . .

. . . Research on assessment models for an entire school district that are effective in determining physical education placement with respect to mainstreamed versus non-mainstreamed settings of different class sizes. Assessment should address several criteria and include peer relationships and cognitive ability to cope with team sports rules and strategy as well as physical fitness and motor ability.

. . . Studies of accountability models enabling physical educators to document statistically significant differences in psychomotor performance of students with handicaps resulting from different kinds of physical education service delivery systems. These might include comparison of different teacher-pupil ratios (1:1 vs 1:5 vs 1:30); comparison of use of peer teachers or buddies in instruction versus adult dominated instruction; comparison of mainstreamed versus non-mainstreamed settings.

. . . Studies pertaining to mainstreaming in physical education and addressing such questions as . . .

. . . How does integration affect the physical education setting: teacher-pupil ratio, handicapped student to regular education student ratio, methods, and organization?

. . . What evaluation procedures and instruments are best suited for assessing the outcomes of integrated programs?

. . . How can attitudes of nonhandicapped children toward mainstreaming sports be changed?

. . . Longitudinal studies of the effects of structured physical education programs started early in life in persons with different kinds of handicapping conditions; an analysis of factors contributing to the success of the growing number of disabled athletes who are competing nationally and internationally.

. . . Research on teacher effectiveness as measured by multidimensional approaches, including students' performance, attitudes, and practices (carry-over effect in daily living). This should encompass students with and without handicapping conditions and focus in on how teacher effectiveness affects families as well as individuals.

. . . Research on physical education assessment and programming in low incidence special populations like non-ambulatory, severely retarded, and the multihandicapped individuals.

PHYSICAL EDUCATION ISSUES

The following represent some of the major issues which need definitive action in ensuring compliance with Congressional intent of emphasis on physical education within The Education for All Handicapped Children Act . . .

. . . At the present time there is no direct requirement that physical education be addressed or included in state, and consequently local education agency plans. This creates problems in that interpretations as well as the statute itself includes ". . . instruction in physical education . . ." Therefore, it would be helpful and is certainly warranted based on legislative history and intent that the Division of Assistance to States require that (a) physical education be addressed in all state plans, and (b) state education agencies require that local education agencies address physical education in their plans submitted for state pass-through funds.

. . . Whether physical education is formally/officially required in state plans, it is vital that the Division of Assistance to States include physical education in its monitoring procedures of the states. This, in turn, would necessitate states to include physical education in its monitoring of local education agencies. Such a procedure is necessary to ensure compliance of physical education requirements with the statute itself as well as satisfy Congressional intent for placing emphasis on physical and motor development of children with handicapping conditions in the law.

This procedure is consistent with the January 19, 1981, position paper on IEPs and leaves no doubt of what is expected or required of state and local education agencies in meeting physical education requirements under The Education for All Handicapped Children Act.

. . . Few state and local education agencies include physical education on the individualized education program form. Without addressing the need for physical education services through the IEP process, it is difficult, if not impossible, for children with handicapping conditions to receive appropriate and necessary attention to physical education and their physical and motor development.

. . . At the present time there is still confusion over the relationships between physical education and various therapies including physical and occupational therapy. The statute is very clear--". . . instruction in physical education . . ." is a defined part of special education; however, related services, including physical and occupational therapies, are permissible only if necessary for a child to benefit from a primary special education service.

. . . Basic to appropriate and necessary services in any area, including the physical and motor domain, is valid assessments, informal as well as formal testing. In too few localities is assessment of the physical and motor characteristics/functions of children with handicapping conditions being done at all and/or appropriately.

. . . A primary need among all regular teachers, including those in physical education, is in-service opportunities. It has been shown that regular physical education teachers are receptive to working with children having handicapping conditions when they have appropriate in-service opportunities and resource support.

APPENDIX C

Dissemination

Profile of Child Count and State Appropriations for PL 94-142, PL 89-313

STATE	CHILD COUNT 94-142	CHILD COUNT 89-313	APPROPRIATION 94-142	APPROPRIATION 89-313
ALABAMA	85,320	1,250	$21,491,720	$ 494,794
ALASKA	8,512	2,700	$ 2,140,020	$ 1,095,410
ARIZONA	50,420	1,180	$12,604,000	$ 916,870
ARKANSAS	45,305	3,419	$11,087,020	$ 1,352,463
CALIFORNIA	365,816	3,605	$92,858,700	$ 1,695,291
COLORADO	41,804	3,870	$10,726,440	$ 2,440,440
CONNECTICUT	62,316	3,116	$16,045,270	$ 2,152,047
DELAWARE	11,407	3,501	$ 2,932,169	$ 2,240
D.C.	2,821	4,250	$ 701,887	$ 2
FLORIDA	148,001	5,052	$38,040,011	
GEORGIA	[illegible]	[illegible]	[illegible]	
HAWAII	12,060	602	$ 3,112	
IDAHO	17,878	205	$ 4	
ILLINOIS	230,470	22,940		
INDIANA	85,450	7,200		
IOWA	55,204	6		
KANSAS	41,040			
KENTUCKY	71,320			
LOUISIANA	88,			
MAINE				
MARYLAND				
MASSACHUSETT				
MICHIGAN				
MINNESOT				
MISS				
MISS				
				481,101
				945,750
				$ 3,555,463
A			481	$ 333,500
NEW			484,169	$54,422,077
NORTH			89,247,888	$ 1,779,591
NORTH D.			$ 2,846,274	$ 335,004
OHIO		46	$90,205,917	$ 4,808,307
OKLAHOMA		1,052	$16,414,275	$ 958,476
OREGON		5,302	$10,032,404	$ 3,074,520
PENNSYLVANIA	18	16,123	$46,801,286	$11,570,857
RHODE ISLAND	17,845	488	$ 4,661,334	$ 358,865
SOUTH CAROLINA	71,369	1,352	$16,325,654	$ 958,858
SOUTH DAKOTA	11,270	690	$ 2,882,255	$ 358,091
TENNESSEE	102,355	1,402	$25,302,817	$ 673,392
TEXAS	280,032	10,845	$72,139,189	$ 7,142,880
UTAH	39,048	1,595	$10,104,259	$ 723,694
VERMONT	7,469	2,322	$ 1,858,294	$ 1,253,202
VIRGINIA	90,650	2,947	$23,811,652	$ 1,462,767
WASHINGTON	68,221	3,824	$16,329,276	$ 2,000,344
WEST VIRGINIA	41,261	1,445	$10,842,843	$ 779,273
WISCONSIN	71,291	2,652	$18,326,912	$ 1,516,843
WYOMING	10,161	1,250	$ 2,616,000	$ 618,917
AMERICAN SAMOA	220	189	$ 698,767	$ 0
BIA	6,225	0	$16,052,021	
GUAM	1,040	416	$ 1,246,022	$ 211,847
N. MARIANAS	0	0	$ 323,940	
PUERTO RICO	34,020	1,116	$ 8,765,576	$ 382,042
TRUST TERRITORY	0	0	$ 2,013,017	
VIRGIN ISLANDS	0	0	$ 1,421,247	$ 0
Totals	4,094,165	247,291	1,052,460	146,520

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The Republican Platform Com t 16 added to its plank the foll di- capped Americans:

The Republican Pa the individual digni American is an i

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- ***CSPD - Physical Education.*** A new project to provide assistance to states in identification of service needs for physical education for handicapped students. Objectives focus on developing a comprehensive system of personnel development including preservice, in-service and staff development needs. Target population is state directors of special education, state CSPD Committee members and/or state Part D consultants. In addition to direct communications with states, information concerning the project will be disseminated through SpecialNet and Counterpoint. For further information contact: CSPD/PE, 850 College Station Road, Athens, Georgia 30610, (404) 542-8970.
- ***Able Scientists - Disabled Persons.*** A 100 page booklet which profiles 27 successful scientists from all parts of the country who happen to be physically disabled. The book is a plea that we don't lose contributions of the mind because of misconceptions about limitations of the body. Its major purpose is to inform teachers, parents and counselors concerning career options open to disabled students. Available for $12.95 from Foundation for Science and the Handicapped, 154 Juliet Court, Clarendon Hills, Illinois 60514 or call 312/323-4181.
- ***Successful Strategies of Regionalizing Rural Service Delivery.*** A new monograph, describes problems inherent in regional service delivery systems, such as special education cooperatives and intermediate education agencies, and describes strategies identified by research of the National Rural Program (NRP) as effective in designing and implementing regional services. The monograph can be obtained for $5 from the National Rural Account, CID, Murray State University, Murray, KY 42071. The title of the document is "Problems and Strategies Regarding Regionalizing Service Delivery: Educational Collaboratives in Rural America."

BITS & PIECES

H: all Ath Schol'd Univ Libraries

Books & Printed Materials

Sport and Disabled Athletes, edited by Claudine Sherrill, is one of the first books to address the international sports movement for disabled athletes. It is a compilation of papers presented at the 1984 Olympic Scientific Congress. The volume includes 28 contributions exploring history and philosophy, sports classifications and research. It also contains practical information on wheelchair design and a directory of resources and governing bodies for disabled sports. Major topics include history, philosophy, sports classification for equalizing competition, exercise physiology research, biomechanics research, sport sociology and psychology research, applied research and classification systems. Available in hard cover from Human Kinetics Publishers, Box 5076, Champaign, Illinois 61820.

Physical Education for the Severely Handicapped: A Systematic Approach to a Data Based Gymnasium, by John Dunn, James Morehouse, Jr. and H. D. Bud Fredericks presents carefully developed and successfully employed concepts and techniques for teaching physical education skills to the severely handicapped student. Critical elements in the learning process are stressed—the cure or command, the behavior to be learned and the procedures for providing feedback for the behavior. Throughout the book, discussions and examples of data recording and analyses are presented. The data based gymnasium approach emphasizes the importance of parents and volunteers in the instructional program. The book is an important contribution to a field in which the amount of printed material is extremely limited. Topics include an overview of the model, learning approach, socialization and inappropriate behavior, gymnasium management, game, exercise and leisure sport curriculum, keeping track of student progress, volunteer training and use, small group activities, using model support services and parent involvement. Available from Pro-Ed, 5341 Industrial Oaks Blvd., Austin, Texas 78735.

The Halliwick Method: Water Freedom for the Handicapped, by Susan Grosse and Lisa Gildersleeve is a presentation of the basic techniques of the Halliwick Method in teaching disabled individuals swimming. The Halliwick method is presented as particularly beneficial for severely physically handicapped swimmers with the basic purpose being water freedom. The book presents a pictoral and narrative explanation of methodology. Topics included are an overview of the Halliwick method, water entry, water adjustment and basic positioning, lateral rotation, vertical rotation, turbulance and buoyancy, water exit and group activities. Available from Sue Grosse, 7252 W. Wabash Avenue, Milwaukee, Wisconsin 53223.

The Real Race, by Skip Wilkins and Joseph Dunn is the story of Skip Wilkins and his family as they picked up the pieces from a water skiing injury that left him confined to a wheelchair. The new life he started includes more than 100 medals and an award for the U.S. Athlete of the Year in wheelchair sports. The book describes the hope and determination by Skip Wilkins for his life, his family and others. Available in hard cover from Tyndale House, Wheaton, Illinois.

The Right to Participate, by Herb Appenzeller presents a review of the law relating to individuals with handicapping conditions in physical education and sports. Topics include an introduction to the problems confronting individuals with handicapping conditions, achievements in sports, legislative background, the judicial process, legal mandates, eligibility rules for sports participation, injuries to participants and conclusions and recommendations. Available in hard cover from the Michie Company Law Publishers, Charlottesville, Virginia.

Adapted Physical Education and Recreation: A Multidisciplinary Approach, by Claudine Sherrill is the third edition of the popular text for general adapted physical education courses. The present edition reflects a trend toward a noncategorical approach to education for handicapped students. The third edition is responsive to guidelines for personnel preparation established by AAHPERD and the Office of Special Education. The book reflects changes in public school programming in response to PL 94-142 and includes a new chapter on legislation and advocacy. Chapters on assessment and programming have been revised to include a comprehensive presentation of relevant theories and practical instruments. Chapters have been added relating to sports classifications, wheelchairs and assistive devices as well as service delivery and individualized educational programming. Chapters dealing with sports for disabled individuals have been updated to reflect current trends and developments. Available in hard cover from Wm. C. Brown Publishers, Dubuque, Iowa.

Computer Software

CSPD PE, a National Project based at the University of Georgia, has developed a needs assessment management system in special physical education. The program is IBM compatible and provides a needs assessment instrument targeted at identifying and improving programs and personnel in special physical education. Information on the *SpecPE* microcomputer program is available from Ernie Bundschuh, Georgia Retardation Center, 850 College Station Road, Athens, Georgia 30610.

In conjunction with the Georgia CSPD PE program is the *SpecialNet* bulletin board. *SpecPE* is now avail-

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The ***Bits & Pieces*** *section will appear as a regular department of Palaestra. Information relating to physical education, recreation and sport for the disabled individual is requested. Specifically, information presented will include grants, commercial materials available, new books (Palaestra will review books or accept completed book reviews), curriculum and training materials available, upcoming workshops and conferences, legislative reports, reports on current or pending litigation, and brief research updates (or abstracts). Send information to Glenn Roswal, Department of Physical Education, Jacksonville State University, Jacksonville, Alabama 36265 (205-231-5215)* able to all State Education Agencies. It can be used to post special physical education messages of interest to other states, requests for information or items of national concern in the provision of physical education services to individuals with disabilities. Users can communicate with Project Staff by addressing messages to the user name Project CSPDPE. Conact Ernie Bundschuh, Georgia Retardation Center. 850 College Station Road, Athens, Georgia 30610.

Project Trends, University of Oregon, has adapted the ***Leisure Diagnostic Battery*** for use with Apple II microcomputers. Evaluation is being conducted at the present time. For further information contact Kathleen Halberg, Department of Leisure Studies, University of Oregon, Eugene, Oregon 97403.

Films & Videotapes

Choosing Victory is a fascinating, personal look at five outstanding wheelchair athletes who chose victory to overcome their physical handicaps. The film profiles the lives, careers and training of Candace Cable Brooks, Rick Hansen, Jim Knaub, George Murray and Randy Snow whose drive and ambition has propelled them to success in their personal lives as well as in competitive sports. Available as a 90 minute, color videocassette. Rental or purchase of 3/4" and 1/2" tape is available from Films Incorporated, 5547 N. Ravenswood Avenue, Chicago, Illinois 60640-1199 (800-343-4222).

Nancy's Special Workout is an aerobic videotape designed for the physically challenged individual. The workout is led by an occupational therapist and is recommended for those with special needs and limitations including MS, spina bifida, MD CHI, amputees, CVA and polio. Although the entire workout is done sitting down, it is not limited to wheelchair users and is geared for an overall workout. Available from Nancy's Special Workout, P.O. Box 2914, Southfield, Michigan 48037-2914.

Conferences

The Fourth Annual Computer Technology for the Handicapped International Conference will be held October 22-26, 1986, at the Radisson South Hotel, Minneapolis. The Conference, sponsored by Closing the Gap, will offer participants hands-on beginner to advanced training in the use of microcomputers. Registration is $150 before October 1 and $175 after October 1. For further information contact Closing the Gap, P.O. Box 68, Henderson, Minnesota 56044.

The Georgia Federation Council for Exceptional Children will sponsor a conference, **Exercising Your Mind, Body, Rights and Options,** November 20-22, 1986, at Sea Palms, St. Simmons Island, Georgia. Topics will include special education classroom instruction, research/model demonstration projects, physical fitness activities for students and teachers, legislative updates, professional standards and assertiveness training. For further information contact Ernie Bundschuh, Georgia Retardation Center, 850 College Station Road, Athens, Georgia 30610.

The Ninth Annual Contemporary Elementary and Middle School Physical Education Conference will be held January 22-24, 1987, at Georgia State University. Endorsed by SDAAHPERD and GAHPERD, the conference program will address the philosophies and practical concerns of physical education specialists, class teachers, coordinators and professional preparation personnel. The deadline for submission of papers is July 1, 1986. For further information contact Margaret Jones, Department of HPERD, Georgia State University, University Plaza, Atlanta, Georgia 30303-3083. ■

SOCIOLOGICAL PERSPECTIVES —

(Continued from Page 26)

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Adapted Physical Education and Recreation

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TITLE OF PROJECT

Comprehensive System of Personnel Development

Physical Education

CONTACT:

Ernest Bundschuh
Project Director
CSPD PE
850 College Station Rd.
Athens, Georgia 30610
(404) 542-8970

TARGET TRAINEES/TRAINERS/PARTICIPANTS/RECIPIENTS

The target population for this project are State Directors of Special Education, State Comprehensive System of Personnel Development Committee members, and/or state Part D consultants. The project has an advisory board comprised of personnel from state education agencies and Institutions of Higher Education. The scope of the project requires input from professionals in physical education and special education from across the country. Regional consultants contribute specific knowledge as related to their geographic locale and assist with the implantation of workshops in conjunction with the advisory board.

GOALS AND OBJECTIVES

The major goal of the project is to provide assistance to states in the identification of service needs for physical education. Objectives focus on developing a comprehensive system of personnel development including preservice, inservice and staff development needs.

The project provides:

A common focus for communication involving special physical education through the SpecialNet bulletin board: SpecPE.

A basic needs assessment instrument targeted at physical educators currently providing services to students with handicaps. This instrument can be modified to meet the unique demands of individual states and determine the need for a special physical education instruction (physical educators, special educators, or both). Specifically addressed are teacher workloads, equipment/supplies allocations, teacher perceptions of current inservice training and future needs.

For computer based programming to analyze data gathered from the needs assessment instrument. The programming is organized and written specifically to allow each state education agency to target specific concerns related to special physical education.

For regional workshops during years 1985-86, 86-87 to orient representatives from states with the needs assessment instrumentation and strategies for data collection and validation.

For technical assistance to states to facilitate individualization and further refinement of project materials.

DESCRIPTION OF SCOPE AND ACTIVITIES

...Special education comprehensive plans will be analyzed to outline the sources of data presently available in each state.

...Strategies will be developed for validation of the data.

...A plan will be designed for use as a model to assess physical education and service needs in each state.

...A plan will be identified for assessing needs of children and youth with handicaps based upon programatic rather than categorical data.

...A plan will be developed to assess special physical education work force needs.

...Specific computer program techniques will be designed that may be adapted to computer hardware available in each state education agency for collection and evaluation of needs assessment data.

...A sample needs assessment program will be developed with the focus for determining the simplest and most adaptable methods for processing data input. Program development will allow for modular adaptability so that state education agencies can "mix and match" to create new or smaller programs tailored to their needs.

...Four regional workshops will be held each year. Training will be offered to all states in the targeted regions. The host state will be selected from those indicating a desire for the projects staff to follow up the workshop with technical assistance during a regularly scheduled meeting of that state's CSPD committee or Advisory Panel.

...Training will be conducted over a two and a half day period. The project will fund the travel expenses for staff members to conduct the regional workshops. State education agencies will be asked to fund their state representatives to attend the workshop with the host state furnishing the meeting facilities.

EVALUATION PLAN

The evaluation plan is developed to address the following concerns:

...The identification of relevant data sources that will be utilized or modified in determing physical education needs within the state.

...The development of appropriate instruments that will be effective probes in identifying service as well as training needs in special physical education within a state.

...The state's utilization of instruments in developing needs statements in special physical education?

...The ability of the project staff and state personnel to cooperatively identify approaches, systems, methodologies that will effectively and efficiently ascertain state needs in service training in special physical education?

DISSEMINATION PLAN

In addition to direct communication with state Directors of Special Education, state Comprehensive System of Personnel Development committee members and/or state Part D consultants information will be disseminated through the SpecialNet bulletin board Spec.PE which is now available to all state education agencies. Information will also be available through the National Association of State Directors of Education, the Office of Special Education Programs, USDE, the Project on Cooperative Manpower Planning in Special Education and COUNTERPOINT.

PRODUCTS CURRENTLY AVAILABLE OR SCHEDULED TO BE AVAILABLE

A Directory of state special education personnel is available from the Project CSPD-PE office at a cost of $4.00. The directory focuses on leadership personnel in special education, CSPD planning, regular physical education and special physical education in each state and U.S. territory. It also contains information on Project plans and services.

The Project will produce a basic needs assessment instrument and computer software necessary to evaluate gathered data. Each state participating in a CSPD-PE workshop will receive a copy of these materials. Additional copies will be available at cost.

```
read 1

Posted: Tue  Dec 11, 1984   9:42 AM EST                  Msg: BGIE-1977-2507
From:    PROJECT.CSPDPE
To:      Spec.PE
Subj:    PROJECT CSPD-PE

     PROJECT CSPD-PE:  The major goal of this project is to provide
assistance to states in identification of service needs for physical
education.  Objectives focus on developing a comprehensive system of
personnel development including preservice, in-service and staff
development needs.  Due to a variety of circumstances, physical education
service needs have not been well documented by state education agencies.
It is believed that if physical education needs assessment and data
management procedures were available, SEAs could more effectively
address the service needs of physical education for children
and youth with handicaps.

     The project staff will assist states in developing appropriate
procedures and instruments:

     1.  To determine the qualifications of individuals who are providing
physical education for handicapped students in their states.

     2.  To determine the extent to which physical education personnel
are providing appropriate physical education services to handicapped
students served in the public schools of the state.  Specifically
a) referral, b) IEP, c) parent involvement, d) placement, e) related
services, f) assessment, g) individualized instruction, h) facilities,
i) budget, j) class time.

     3.  To determine the opinions of respondents about the need for
in-service training in adapted physical education.

Command?  bye

  This mail session is now complete.

MAIL DISCONNECTED 00 0D 00:01:02:36 376 339
```

```
read 2

Posted: Mon  Jan  7, 1985   8:38 AM EST              Msg: EGIF-1995-3515
From:    PROJECT.CSPDPE
To:      FEDERAL
CC:      PROJECT.CSPDPE
Subj:    NEW PHYSICAL EDUCATION BOARD

     SpecialNet is pleased to announce a new bulletin board, SPEC.PE.
The board contains information related to issues which impact on the
delivery of physical education services to individuals with handicaps.
It includes information concerning the delivery of physical education
services preservice and in-service training, particularly as they relate
to state and federal CSPD.

     The board is managed by Project.CSPDPE and can be accessed by using
the following procedure:

     COMMAND:  Check SPEC.PE
     COMMAND?  Scan Since (DATE)
     COMMAND?  Read (MESSAGE #)

     SpecialNet users are encouraged to post messages of wide interest or
concern to special physical education professionals.

Command?
```

```
read 2

Posted: Mon  Jan 14, 1985  10:51 AM EST              Msg: JGIF-2002-3551
From:   PROJECT.CSPDPE
To:     SPEC.PE
Subj:   Operational Definition/PE for Students with Disabilities

     Questions have arisen concerning the operational definition of
physical education for students with disabilities.  The National
Consortium on Physical Education and Recreation for the Handicapped has
developed a position paper on just such an issue in response to a request
from the Office of Special Education Programs.

     Inquiries on receiving a copy should be sent to:

     Mrs. Madeleine Will
     Assistant Secretary, OSERS
     Switzer Building
     300 C. St., S.W.
     Washington, DC  20202

Command?  bye

  This mail session is now complete.

MAIL DISCONNECTED 00 31 00:00:02:23 26 12
```

APPENDIX D

SpecialNet

NATIONAL SYSTEMS MANAGEMENT INC.
Electronic Information / Communication Systems
2021 K STREET, N.W., SUITE 315
WASHINGTON, D. C. 20006

202-296-1800

July 2, 1985

Dr. Ernest Bundschuh
Director, CSPD PE Project
850 College Station Road
Athens, Georgia 30610

Dear Dr. Bundschuh:

I want to thank you for the excellent job you have done of maintaining the SPEC.PE bulletin board on SpecialNet. The information has been timely and well written. I have received numerous positive comments from users regarding your bulletin board. As you are aware, to help ensure the continued quality of all bulletin boards we are now asking that the administrators sign a contract with NSMI. You previously signed a contract for a 3 month period and it is the hope of the SpecialNet staff that you will be able to continue managing the SPEC.PE bulletin board. Therefore, I have enclosed a new contract which simply extends the agreement for 12 months. You will note that I have not made any substantive changes from the original agreement but please feel free to contact me if any of the items need modification.

Again, thank you for agreeing to manage the SPEC.PE bulletin board. Your contributions to SpecialNet have been outstanding and I am most appreciative.

Sincerely,

Gary D. Snodgrass
SpecialNet Staff

```
Posted: Wed  Aug  6, 1986   6:35 AM EDT                 Msg: DGIG-2587-6636
From:   COUNTERPOINT
To:     PROJECT.CSPDPE
Subj:   DEAR FOLKS

THIS IS JUDY S.D. AND I HAVE JUST LOOKED AT YOUR BBOARD. YOU
ARE ONE OF THE BEST ONES, JUST GREAT. THANK YOU SO MUCH.
```

```
Command?  read 3

Posted: Fri  Feb 14, 1986   4:35 PM EST                Msg: JGIG-2388-9168
From:   GSNODGRASS
To:     PROJECT.CSPDPE
Subj:   ERNEST BUNDSCHUH/SHIRLEY CROWLEY

Dear Ernie and Shirley,

I just wanted to let you know how much I appreciate the terrific
job you are doing with the   SPEC.PE bulletin board.  I
receive positive comments about your board everywhere I go and
wanted to pass this on to you.  It is on my list of requests to
GTE to again ask that they put a counter on the boards so that
admins can have quantitative data as to the actual use of the
board.  But until that occurs, let me assure you that the
response from users regarding your bulletin board is excellent.

Please feel free to send me any suggestions that you might have
that would assist you in managing your board.  Again, thank you
for your continued support of SpecialNet.

Gary
```

read 1

Posted: Thu Sep 18, 1986 8:48 AM EDT Msg: HGIG-2641-5439
From: GSNODGRASS
To: PROJECT.CSPDPE
Subj: ERNEST BUNDSCHUH & SHIRLEY CROWLEY

Dear Ernie and Shirley:

As you are aware, the information base on SpecialNet continues to increase. There are now more than 40 national bulletin boards along with over 60 active state bulletin boards. Your support through the excellent administration of the the SPEC.PE bulletin board, has helped to give SpecialNet a reputation among educational administrators for having quality and timely information. It has been especially gratifying to watch the growth of networking via SpecialNet among professionals around the country. You have certainly facilitated this growth by your willingness to provide users with resources and respond to their questions. I have had many users tell me that, being able to access current information on-line such as you are providing has made it possible to "stay informed".

We are in the process of up-dating our list of bulletin board managers and it is our hope that you will be able to continue managing the SPEC.PE bulletin board for the 86/87 school year. If it is agreeable with you we will simply extend your current agreement for another year.

Again, thank you for your on-going support of SpecialNet. I will look forward to hearing from you.

Sincerely,

Gary Snodgrass

```
Command?  read 4

Posted: Fri  Aug  8, 1986   4:19 PM EDT              Msg: QGIG-2591-9139
From:   LGIBBS
To:     PROJECT.CSPDPE
Subj:   ERNEST BUNDSCHUH & SHIRLEY CROWLEY

Dear Ernie & Shirley,

As you are probably aware, we try each month to highlight a
different bulletin board in the SpecialNet newsletter.  Knowing
how busy you are, but wanting to highlight your board in one of
the upcoming issues of the newsletter, would it be possible for
you to send me your thoughts on how you would like me to focus an
article about your bulletin board?  I will write the article and
send it back for your approval.  If you would prefer writing the
article yourself, that would be great also.

Your bulletin board is terrific and we truly appreciate your
continued support of SpecialNet.

Linda Gibbs
SpecialNet
```

SPECIALNET NEWS

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION

NEW SPECIALNET BULLETIN BOARD [illegible] VOL. [illegible] NUMBER 7 [illegible] [illegible]UARY, 1985

We are pleased to announce the establishment of two new bulletin boards on SpecialNet, TECH.LINE AND TECH.TALK

TECH.LINE offers news and information about technology in special education. Audio, video, and computer related technologies will be highlighted. Monthly features will include Bits and Bytes, New Periodicals, Bright Ideas, Funding Information, Helpful Resources, Associations, the Kitchen Sink, Literary News and Parents' Corner. Information will remain on the board for one month. TECH.LINE is a closed bulletin board, which means you may access information, but you cannot post information directly on this bulletin board. If you have information to place on the board or questions regarding this board, contact the board operators via SpecialNet. Their USERNAME is TECH.CENTER

The second bulletin board is called TECH.TALK, a two-way interactive service. Special educators are encouraged to use this board as a forum focusing on technology.

The Center for Special Education Technology Information Exchange a joint effort of the Council for Exceptional Children, JWK International, and LINC Resources is a three-year project recently funded by the US Department of Education. The purpose of the project is to create a national exchange for the collection and transfer of information on handicapped children and youth. For more information regarding the Technology Center contact:

Susan Elting, Project Director
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
SpecialNet USERNAME: TECH.CENTER

Use the following procedure to check the TECH.LINE board:

```
COMMAND? CHECK TECH.LINE        <PRESS RETURN>
COMMAND? SCAN SINCE 12/1/84     <PRESS RETURN>
```

REMINDER: SCANNING IN 1985

When you are using the SCAN command, and do not inlude the year (i.e., SCAN SINCE 12/1), the system assumes the current calendar year. Therefore, it is important to remember that if you are scanning for messages sent prior to January 1, you must include 1984 in the date. For example:

```
COMMAND? CHECK FEDERAL        <PRESS RETURN>
COMMAND? SCAN SINCE 12/1/84   <PRESS RETURN>
```

PROJECT CSPD-PE

PROJECT CSPD-PE was recently funded to provide assistance to states in the identification of service needs for handicapped students in physical education. The objectives of this project focus on developing a comprehensive system of personnel development including preservice, in-service and staff development. A SpecialNet bulletin board called SPEC.PE has been established to serve as a resource to subscribers. To check this new bulletin board just type CHECK SPEC.PE at the Command? prompt. You can then SCAN SINCE 12/1/84.

For additional information, send a message to Ernest Bundschuch the Project Director via SpecialNet. USERNAME: PROJECT.CSPDPE

SOFTWARE BULLETIN BOARD

SpecialNet has received many requests from users for a bulletin board which would facilitate the exchange of information regarding educational software - both administrative and instructional. To respond to this request a bulletin board called SOFTWARE has been established and will be managed by Al Morin, Director of the Microcomputer Educational Applications Network (MEAN) at Turnkey Systems in Falls Church, VA. This bulletin board can be used to:

- Share evaluations of software
- Share information regarding educational software
- Ask other users for help in locating effective software

Users are encouraged to post messages on the SOFTWARE board to let others know about experiences with particularly good or poor software. To send a message to the SOFTWARE board, simply send your message TO: SOFTWARE

To check the SOFTWARE board, do the following:

```
COMMAND? CHECK SOFTWARE      <PRESS RETURN>
COMMAND? SCAN SINCE 1/1/85   <PRESS RETURN>
```

SPECIALNET ZPRESS MAIL

A new service will be available to SpecialNet users this Spring. The service will allow subscribers to send messages from their terminal to anyone in the United States via Zpress Mail. Users will be able to send hard copy mail, including overnight delivery 'Gram-style' letters and laser printed letters which can include logos and signatures.

D-7

SPECIALNET NEWS

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION

VOLUME 4, NUMBER 8 August, 1986

Very Special Arts on *SpecialNet*

by Denise Warner

VSA.NEWS is the Very Special Arts (VSA) national bulletin board on *SpecialNet*. VSA is an international organization dedicated to enriching the lives of people with disabilities through year-round programs in drama, dance, music and the visual arts. As an educational affiliate of the John F. Kennedy Center for the Performing Arts, VSA serves over 600,000 individuals with disabilities in all 50 states, the District of Columbia and Puerto Rico. VSA programs in the states include:

- Festivals – which provide a non-competitive forum for disabled and non-disabled students to celebrate and share their accomplishments in the arts
- New Visions Dance Projects – which teach movement and dance to students who are blind and visually-impaired
- Henry Fonda Young Playwrights Projects – which introduce students with and without disabilities to the art of playwriting

VSA.NEWS keeps you alert to VSA events, special project development, teacher, artist, and parent training, and publications. VSA projects are catalysts for arts with disabilities programs in school districts and universities across the nation... VSA can help you implement programs in your school! Contact VSA by sending a message via *SpecialNet* To: US.VSA

All VSA state organizations are on *SpecialNet*, enabling communication with each other, VSA's national office and *SpecialNet* users.

To check the VSA.NEWS bulletin board just do the following:

```
Command? CHECK VSA.NEWS    [Press Return]
  Now using board
Command? SCAN SINCE 6/1/86  [Press Return]
```

Transition and VocEd Bulletin Boards

In addition to the TRANSITION bulletin board ,the Wisconsin Vocational Studies Center is now administering the VOCED bulletin board in cooperation with COUNTERPOINT. Since there is an overlap between TRANSITION and VOCED subject matter areas, Dr. Lloyd Tindall the manager of these boards encourages *SpecialNet* users interested in Transition and Voced areas to monitor both bulletin boards. For additional information you can send a message via *SpecialNet* To: WI.VOC.STUDIES

Resources for Parents

SpecialNet's information base for professionals working with parents of exceptional children has grown dramatically in the last two years. Users can locate the most current information/resources for working with parents via several bulletin boards. If the information you are seeking is not currently posted on a bulletin board, send a message via *SpecialNet* directly to the national experts managing the boards requesting assistance in locating resources. If you are looking for information in this area, the following bulletin boards should be of particular interest:

1. CHAIN – Establishes a link between parent coalitions, alliances, and other groups to share information on topics of vital interest to parents, including legislative issues, parent training programs, resources and services available for parents.

Administrator: Margaret Burley
User Name: OHCHAIN

2. EARLYCHILDHOOD – Posts information on services for handicapped children from 0-8 years of age, including services/resources for parents.

Administrator: Dale Gentry
User Name: UOFI

3. PIP – (Programs Involving Parents) Focuses on parent programs of interest to parents and professionals. News is included on issues and trends in parent programming, innovations, publications, meetings, networks, and projects.

Administrator: Roger Kroth, Marge & Paula Goldberg
User Name(s): ROGER.KROTH, MNPACER

The administrators of these bulletin boards are excellent, so don't hesitate to send them a message if you need help locating resources for working with parents.

Physical Education for Handicapped Students

SpecialNet users looking for help in implementing physical education programs for handicapped students will find the SPEC.PE bulletin board an outstanding resource. Information on the identification of service needs for handicapped students in physical education is provided as well as descriptions of promising practices, resources, and conferences. For example, during the month of June the following information items were posted on the SPEC.PE bulletin board:

No.	Delivered	From	Subject	Lines
1	Jun 9 8:20	PROJECT.CSPDPE	Children with Motor Delays	13
2	Jun 16 8:37	PROJECT.CSPDPE	Special Recreation Digest	19
3	Jun 16 10:22	PROJECT.CSPDPE	Hunting Season - Handicapped	45
4.	Jun 16 10:46	PROJECT.CSPDPE	Contact Person, SR Digest	7
5	Jun 16 8:20	PROJECT.CSPDPE	Adapted Physical Activity Symp.	30
6	Jun 20 10:06	PROJECT.CSPDPE	Adapted PE/Spec. Rec. Pub.	34
7	Jun 20 10:12	PROJECT.CSPDPE	Fitness From A Wheelchair	7
8	Jun 23 8:20	PROJECT.CSPDPE	American Outdoors Hunting	26
9	Jun 23 8:47	PROJECT.CSPDPE	Scoliosis: Doctors on Play	16

To access the SPEC.PE bulletin board and read any of the above messages just do the following:

```
Command?   CHECK SPEC.PE          [Press Return]
  Now using board
Command?   SCAN SINCE 6/1/86      [Press Return]
Command?   READ 4,9               [Press Return]
```

If you do not see information you are seeking simply send a message asking for assistance To: PROJECT.CSPDPE

```
Command?  read 39

Posted: Thu  Oct  2, 1986   8:28 AM EDT               Msg: GGIG-2660-2025
From:   GLARRC
To:     SPEC.PE
CC:     GLARRC
Subj:   Needs Assessment Management System
```

MEMORANDUM

TO: SPEC.PE
Attention: Ernie Bundschuh

FROM: Dr. Larry A. Magliocca, Director
Great Lakes Area Regional Resource Center

RE: Project CSPD-PE

DATE: October 2, 1986

Thank you for sending the Needs Assessment Management System.

We shall disseminate information about your materials to our seven states and provide an inspection copy for those wishing to see it.

The Department of
Physical Education

Oregon
State
University

Corvallis, Oregon 97331-3302

June 17, 1986

Dr. Ernie Bundschuh
Project Director
CSPD PE
850 College Station Road
Athens, GA 30610

Dear Ernie,

Thank you for the feedback concerning our recent publication. We appreciate the support. The SpecialNet connection will help to spread the word.

I look forward to seeing you in Washington, D.C.

Sincerely,

John M. Dunn
Chair and Professor

JMD:km

D-10

Comprehensive
System of
Personnel
Development

Physical
Education

CSPD PE
850 College Station Road
Athens, GA 30610
(404) 542-8970

June 6, 1986

John Dunn
Oregon State University
214 Langton Hall
Corvallis, OR 97331-3002

Dear John:

The volume looks great. Thought you'd like to know that we are putting the enclosed item on our SpecialNet Bulletin Board. See you in July at the Consortium Meeting.

Sincerely,

Ernie

Ernest Bundschuh
Project Director

EB/sm

Enclosure

THE UNIVERSITY AFFILIATED FACILITY AT THE UNIVERSITY OF GEORGIA

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION INSTITUTION

TO BE POSTED TO *SPECIALNET*: Posted 6/5/86

PHYSICAL EDUCATION AND SEVERELY HANDICAPPED

A new soft back volume entitled, *Physical Education for the Handicapped: A Systematic Approach to a Data-Based Gymnasium* has recently been published by Pro-ed, 5341 Industrial Oaks Blvd., Austin, TX 78735. The authors, John Dunn, James Morehouse, Jr., and H. D. Bud Fredericks are highly successful trainers of teachers particularly as related to the more severely disabled individual. As noted in the preface, the intent of this text is to convey as clearly as possible an instructional approach for teaching physical education to severely handicapped students. The text provides an instructional approach that is systematic and presents a data recording analyses emphasizing careful decision making and utilization of sufficient data on student progress to ensure effective learning. The text is a product from activities undertaken by the authors in the late 1970's, early 1980's performed at Oregon State University and the National Model Program for Severely Handicapped Children conducted by Teaching Research in Monmouth, Oregon. Included in the text are approaches to learning, behavior programming, gymnasium management, game exercise and leisure sport curriculum, illustrations of assistive data forms and the utilization of support services, parent involvement and volunteers.

D-12

ARIN EDUCATION CENTER
Homer-Center Elementary School
Homer City, Pa 15748

NOTE:

TO: Dr. Ernest Bundschuh

FROM: Joan Vilkinofsky, Adaptive Physical Education Teacher

SUBJECT: Special Recreation Digest

DATE: October 20, 1986

Thank you for your prompt response to my inquiry about the Special Recreation Digest.

I appreciate you sending me the issue to review.

APPENDIX E

Spec.PE Manual

Comprehensive
System of
Personnel
Development
Physical
Education

CSPD PE

Introduces

SpecPE

NEEDS ASSESSMENT MANAGEMENT IN SPECIAL PHYSICAL EDUCATION

Deb Baber - Strategic Planning
Shirley Crowley - Data Collection/Analysis

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THE UNIVERSITY OF GEORGIA • AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

BOOK ONE

STRATEGIC PLANNING

PURPOSE

This book is primarily for the use of state education agency personnel concerned with needs assessment in the context of the Comprehensive System of Personnel Development. The purpose of the information provided is to assist states in the identification and fulfillment of service needs in special physical education; including pre-service, inservice, and staff development. Background information related to Public Law (PL) 94-142 and physical education is included for the purpose of clarifying the rationale for states to assess needs in this curriculum area. Directions for effective needs assessment development concerning the goals of special physical education and cooperative planning is included. In addition, a closer look at the needs assessment process is provided to assist states in the collection, analysis, and validation of physical education training needs.

PART I: NEEDS ASSESSMENT OVERVIEW. 1

- Public Law 94-142 and Physical Education 1
- Comprehensive System of Personnel Development. 2
- Goals of Physical Education Services 3
- Needs Assessment in Physical Education 4
- Effective Needs Assessment 5

PART II: WHO IS INVOLVED?. 6

- Input and Implementation Model 6
- Physical Education Survey. 7

PART III: CLOSER LOOK AT PHYSICAL EDUCATION NEEDS ASSESSMENT 9

- Collecting, Validating, and Analyzing Data 9

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- APPENDIX B: COMPREHENSIVE PLAN NEEDS STATEMENTS 18
- APPENDIX C: EVALUATION AND ASSESSMENT DOCUMENT. 22
- APPENDIX D: GLRS SURVEY INSTRUMENT. 32
- APPENDIX E: GEORGIA SURVEY OF PHYSICAL EDUCATION. 37
- APPENDIX F: GEORGIA PHYSICAL EDUCATION SURVEY MODEL 45
- APPENDIX G: SYSTEM FOR ESTABLISHING SAMPLE SIZE 47
- APPENDIX H: PROTOTYPE MONITORING INSTRUMENT FOR PHYSICAL EDUCATION 49

BOOK TWO

DATA COLLECTION/ANALYSIS

PURPOSE

The purpose of this book is to acquaint State Department of Education personnel with the SpecPE Needs Assessment Management System. This system provides a complete package, from survey instrument to analysis software and printed reports, for determining service needs in special physical education. Project CSPD-PE will assist states in individualizing these materials to meet special needs.

The SURVEY ADMINISTRATION Section provides a brief overview of SpecPE's data storage and retrieval system along with options for using the system along with specific information regarding the survey instrument and report structures.

The DATA ENTRY section provides more detailed instructions for data entry and file management along with a hands-on introduction to system use.

The PROGRAM MODIFICATION section is provided as a convenience to states wishing to make minor in-house modifications to the original materials. Shirley Crowley, Technical Assistance Coordinator, Project CSPD-PE, is available to provide additional assistance.

SURVEY ADMINISTRATION

SPECPE NEEDS ASSESSMENT INSTRUMENT. 1

FILE MANAGEMENT 6

- Insuring the Safety of Data Files. 6
- Using Task Options and Temporary Files 8
- Sample Use of SpecPE 12
- Survey Instrument/Report 14
- Report Interpretation. 57

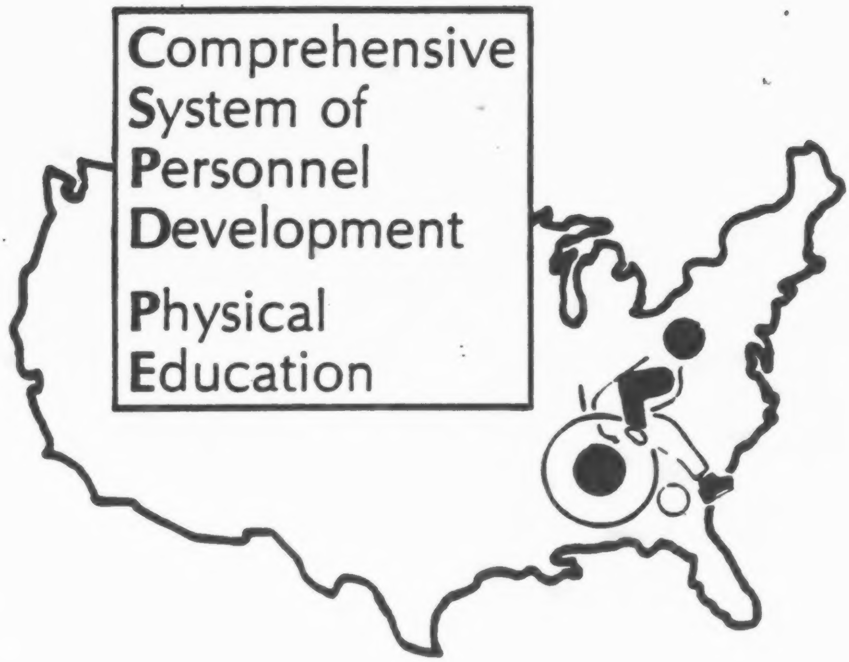
DATA ENTRY

SPECPE NEEDS ASSESSMENT INSTRUMENT. 58

- Commands and Screen Prompts. 63
- Temporary Files. 65
- Setting Up - Making a Working Copy 67
- Loading SpecPE 68
- Task Selection Menu. 69
- Sample Run - An Exploratory Exercise 72
- Creating an Empty File 85

PROGRAM MODIFICATION

- General Directions 86
- Modifying Report Printing Program - Specific Directions. 87
- Modifying Error Correction Lines - Specific Directions 96


Comprehensive
System of
Personnel
Development
Physical
Education

SURVEY ADMINISTRATION

EXCERPTS
EXCERPTS

SAMPLE USE OF THE SPECPE NEEDS ASSESSMENT MANAGEMENT PROGRAM

A State's education system is divided into three service areas or Regions, with each region encompassing several school districts. In order to pinpoint the most pressing needs for each service area, state personnel will analyze data from each of the three regions individually. A statewide analysis will also be conducted.

Pre-survey Procedures

1. The groups or subgroups within which results should be analyzed are determined and criteria for grouping of returned questionnaires is established.

2. A means of identifying returned questionnaires by analysis criteria is added to the basic SPECPE survey questionnaire before mailing to teachers. This might be a pre-assigned code to identify the Region number or a space which the respondent will fill in.

Date Entry/Management Procedures

1. Before the first completed questionnaires were received, the state's Survey Coordinator assigned three specific filenames for storing data from each region (r1.fil, r2.fil, and r3.fil), and one additional filename (state.fil) for storing statewide data. Temporary files will be designated by ~~the~~ prefix 't' added to the permanent filename.

2. The first group of completed survey questionnaires received are sorted by Region so that all questionnaires from a given Region may be entered as a group.

FILE MANAGEMENT

The SpecPE Data Analysis System has been designed to provide maximum versatility in developing an individualized data plan for your state.

Data may be entered and stored in files according to any criteria grouping desired. Individual files may then be combined, literally added together, to produce new data groupings. An existing data file may also be updated by adding new data as questionnaires are returned. In this way data entry need not wait until a large sample has been accumulated.

SURVEY INSTRUMENT/REPORT

This section presents details regarding individual aspects of each question on the SpecPE Needs Assessment Instrument and a sample of the report generated for each question.

EXCERPTS
EXCERPTS

EXCERPTS
EXCERPTS

SAMPLE RUN - An Exploratory Exercise

This exercise has been designed to provide step-by-step experience with the SpecPE data management system under controlled conditions. Simplified mock data will be entered, stored, manipulated, and destroyed in order to give the user a better understanding of the processes used during actual data analysis.

Using the following directions, you will:

I. Enter prescribed data, create the temporary file t#1.fil, create the permanent file #1.fil.

II. Enter prescribed data, create the temporary file t#2.fil, create the permanent file #2.fil.

III. Combine #1.fil and #2.fil to produce the new permanent file #3.fil.

IV. Analyze printed reports for Question 1 from all three permanent files #1.fil, #2.fil, and #3.fil.

V. Destroy all data files created during this exploratory exercise.

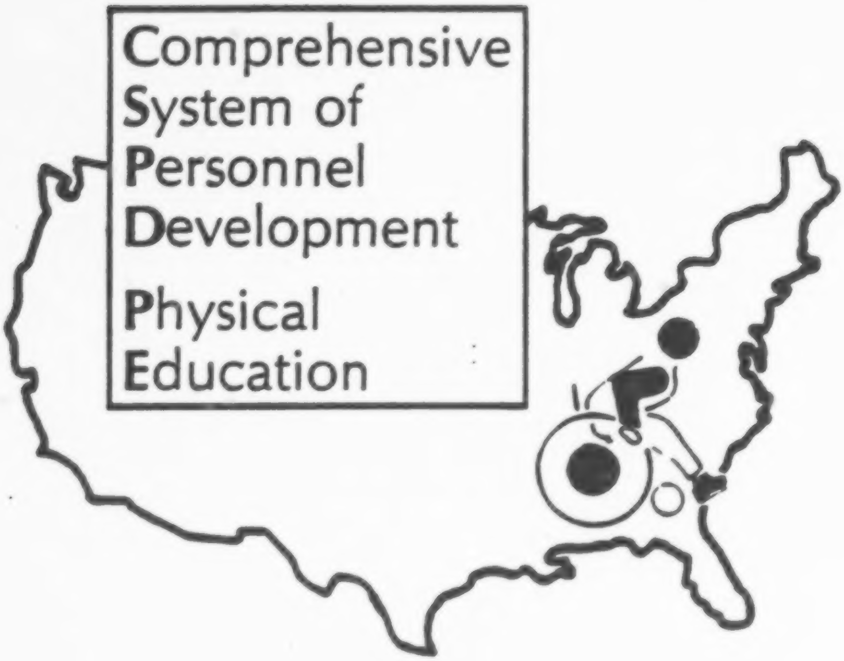
PROGRAM MODIFICATION

The functions performed by SpecPE are controlled by instructions written into program files which are stored on the SpecPE diskette. Each program file is composed of a series of numbered lines. Each program line tells the computer, step-by-step, what to do and how to do it. Therefore, to change the wording on a report produced by SpecPE, the program lines which control printing must be changed.

The Program Modification Section of this manual provides simple instructions for editing program lines to produce the necessary changes. Do not let the appearance of program lines intimidate you. The editing process is basically the same as that used for making changes on a typewriter or word processor - the cursor movement keys are used to position the cursor under the characters to be changed, and the keyboard keys are used to replace the old characters with new ones.

Study the General Directions for an understanding of the processes and commands used to effect change. Then use the specific directions to make actual changes.

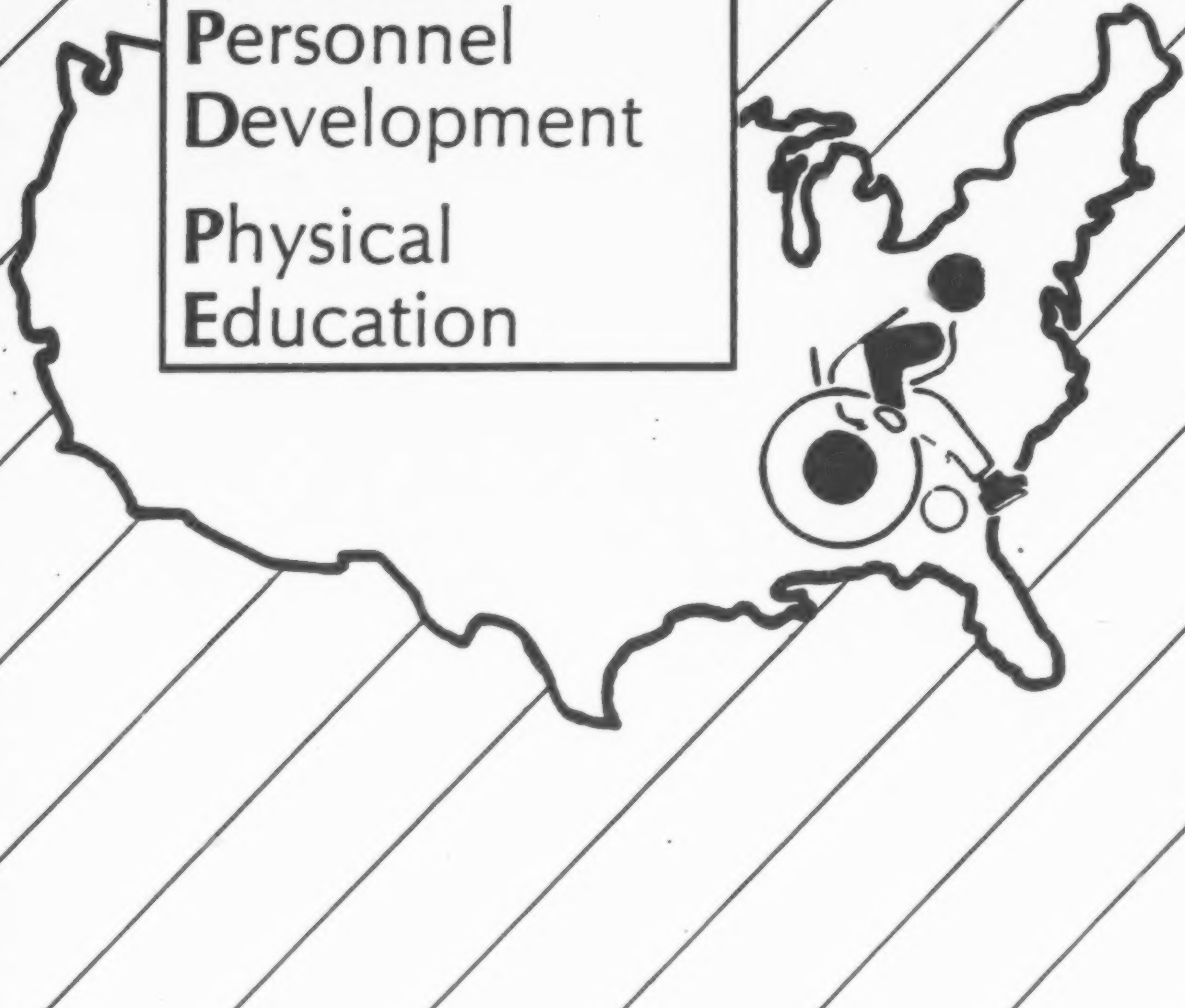
EXCERPTS
EXCERPTS


Comprehensive
System of
Personnel
Development
Physical
Education

DATA ENTRY

PROGRAM MODIFICATION

Comprehensive
System of
Personnel
Development
Physical
Education



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APPENDIX F

Original Data Collection Instrument

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 559 ATHENS, GEORGIA

POSTAGE WILL BE PAID BY ADDRESSEE

Adapted Physical Education Survey
c/o Deb Baber, State Needs Assessment Data Analyst
Georgia Retardation Center—Athens
850 College Station Road
Athens, Georgia 30601

SURVEY OF PHYSICAL EDUCATION SERVICES
FOR HANDICAPPED STUDENTS IN GEORGIA

Please complete the following survey to the best of your knowledge and abilities. The information obtained will be utilized to [illegible] needs for inservice.

____ 1. DISTRICT NUMBER

2. CHECK THE HIGHEST DEGREE YOU HAVE EARNED.

1____ Bachelor
2____ Masters
3____ Specialist
4____ Doctorate
5____ Other, Please Specify ______________________________

3. CHECK OTHER LICENSES OR SPECIAL CREDENTIALS THAT YOU HOLD.

1____ Adapted aquatics
2____ Physical therapy
3____ Occupational therapy
4____ Therapeutic recreation
5____ Athletic training
6____ Other, Please Specify ______________________________

4. NUMBER OF CREDITS YOU HAVE EARNED IN

Semester Hours	Quarter Hours	
______	______	Adapted Physical Education
______	______	Motor Development
______	______	Special Education
______	______	Other related course, please specify ________

____ 5. NUMBER OF DAYS OF INSERVICE IN ADAPTED PHYSICAL EDUCATION IN THE LAST 3 YEARS.

The following questions pertain to the type and number of students, the duration, frequency, budget and facilities for classes that you teach.

6. ON A TYPICAL SCHOOL DAY, WHAT IS THE AVERAGE NUMBER OF

____ classes that you teach?
____ handicapped students that you teach in a class?
____ regular education students that you teach in a class?

7. PLEASE CHECK EACH TYPE OF HANDICAP OF STUDENTS THAT YOU TEACH?

1___ Multi/Physical Handicap

2___ Mild Mental Handicap (EMR)

3___ Moderate/Severe Mental Handicap (TMR-SMR)

4___ Hearing/Vision Impairment

5___ Learning Disability

6___ Behavior Disorder

7___ Severe Emotional Disturbance

8. HOW LONG IS THE AVERAGE PHYSICAL EDUCATION CLASS THAT YOU TEACH?

1___ 15-20 minutes

2___ 20-30 minutes

3___ 30-40 minutes

4___ 40-50 minutes

5___ 50-60 minutes

6___ Other, Please Specify ______________________________

9. WHAT IS THE AVERAGE NUMBER OF TIMES PER WEEK YOU MEET WITH CLASSES THAT YOU TEACH?

1___ 1 time per week

2___ 2 times per week

3___ 3 times per week

4___ 4 times per week

5___ 5 times per week

___ 10. IN HOW MANY SCHOOLS DO YOU TEACH PHYSICAL EDUCATION?

11. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY THESE FACILITIES ARE UTILIZED IN YOUR SCHOOL FOR PHYSICAL EDUCATION CLASSES:

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = DO NOT HAVE FACILITY

___ gym

___ multipurpose room

___ outdoor field

___ swimming pool

___ locker room

___ classroom

___ weight room

___ Other, Please Specify ______________________________

12. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY THE FACILITIES ARE UTILIZED IN YOUR SCHOOL FOR HANDICAPPED STUDENTS IN PHYSICAL EDUCATION CLASSES.

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = DO NOT HAVE FACILITY

____ gym

____ multipurpose room

____ outdoor field

____ swimming pool

____ locker room

____ classroom

____ weight room

____ Other, Please Specify ________________________________

________ 13. WHAT WAS YOUR TOTAL BUDGET FOR EQUIPMENT FOR USE IN YOUR PHYSICAL EDUCATION CLASSES IN FISCAL YEAR 1983-84?

________ 14. APPROXIMATELY WHAT PERCENTAGE OF YOUR BUDGET WAS UTILIZED FOR PURCHASE OF EQUIPMENT TO MEET THE NEEDS OF HANDICAPPED STUDENTS THAT YOU TEACH?

The following questions pertain to the nature of the physical education program for handicapped students that you teach.

---

15. PLEASE USE THE FOLLOWING CODE TO ANSWER THE QUESTIONS BELOW: 1 = YES, 2 = NO, 3 = DON'T KNOW

In your school, do you routinely

____ refer students to the special education faculty or to the school administration to determine if they are handicapped or need special services?

____ request to take part in IEP meetings?

____ attend IEP meetings?

____ send written input to IEP meetings?

____ write parts of IEPs for handicapped children in physical education classes?

16. USING THE FOLLOWING CODE, DESCRIBE THE IEP FORMS UTILIZED BY YOUR SCHOOL: 1 = YES, 2 = NO, 3 = UNSURE

____ Does your school use a standard IEP form?

____ Do you have any special forms for writing the physical education section of IEPs?

____ Do parents of handicapped children provide input about physical education goals and objectives?

____ Does your school have a data bank or list of IEP goals and objectives for you to choose from?

17. CHECK WHETHER IN YOUR SCHOOL, YOU ARE INVOLVED IN RECOMMENDING PLACEMENT OF HANDICAPPED CHILDREN INTO REGULAR OR ADAPTED PHYSICAL EDUCATION CLASSES.

1___ Yes

2___ No

3___ Not applicable

18. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW IMPORTANT THESE FACTORS ARE IN DETERMINING A STUDENT'S NEED FOR ADAPTED PHYSICAL EDUCATION:

1 = OF LITTLE IMPORTANCE, 2 = IMPORTANT, 3 = OF CONSIDERABLE IMPORTANCE

___ formal tests of motor skills, physical fitness, motor ability, or growth and development

___ teacher observation of motor skills and physical fitness levels

___ teacher observation of the students social and emotional skills

___ the students IEP goals and objectives in physical education

___ advice of classroom teachers, special educators and/or other professionals in your school

___ parents' preference

___ child's preference

___ scheduling convenience

___ student's grade level

___ student's handicapping condition

___ student's chronological age

___ Other, Please Specify ______________________________

19. PLEASE USE THE FOLLOWING CODE TO INDICATE THE DEGREE OF DIFFICULTY YOU HAVE IN ASSESSING THE PERFORMANCE LEVELS OF HANDICAPPED CHILDREN:

1 = NOT APPLICABLE, 2 = NO DIFFICULTY, 3 = SOME DIFFICULTY,
4 = CONSIDERABLE DIFFICULTY

___ physical fitness

___ gross motor skills

___ social/emotional skills

___ sports skills

___ knowledge of sports or rules

___ physical growth and motor development

___ Other, Please Specify ______________________________

20. PLEASE USE THE FOLLOWING CODE TO INDICATE IN GENERAL, HOW PROBLEMATIC THESE FACTORS ARE IN ASSESSING THE MOTOR ABILITIES OF HANDICAPPED CHILDREN?

1 = NOT APPLICABLE, 2 = NOT A PROBLEM, 3 = SOMEWHAT PROBLEMATIC,
4 = SIGNIFICANT PROBLEM

___ am not aware of appropriate tests for handicapped children

___ do not have necessary skills in administering tests

___ do not believe in testing or assessment

___ cost of purchasing test kits or materials

___ lack of physical education class time (contact hours with students)

___ Other, Please Specify ______________________________

21. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY YOU INDIVIDUALIZE THESE ASPECTS OF INSTRUCTION FOR HANDICAPPED STUDENTS THAT YOU TEACH.

1 = NOT APPLICABLE, 2 = NEVER, 3 = SOMETIMES, 4 = ALWAYS

___ class activities

___ equipment

___ assessment or testing procedures

___ teaching style (the nature of your interaction with students)

___ behavior management

___ criteria for grading or evaluation

___ Other, Please Specify ______________________________

The following questions pertain to opinions concerning the need for inservice training in adapted education

________ 22. HOW MANY NEW IDEAS FOR IMPROVING THE PHYSICAL EDUCATION PROGRAM FOR HANDICAPPED STUDENTS HAVE BEEN PLANNED IN YOUR SCHOOL IN THE LAST YEAR? PLEASE GIVE A NUMBER.

23. PLEASE USE THE FOLLOWING CODE TO INDICATE THE EXTENT OF THE INSERVICE NEEDS OF THE PHYSICAL EDUCATION FACULTY IN YOUR SCHOOL RELATIVE TO PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS.

1 = NO NEED, 2 = SOME NEED, 3 = GREAT NEED

___ assessment of motor ability

___ individualized instruction

___ modifying equipment and activities

___ behavior management

___ writing IEPs

___ state and federal laws concerning education of the handicapped

___ knowledge of handicapping conditions

___ motor development

___ curriculum materials

___ Other, Please Specify ______________________________

24. OF THE CONCERNS LISTED IN #23, SELECT THE SINGLE, MOST PRESSING INSERVICE NEED IN PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS IN YOUR SCHOOL. ______________________________

____

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE MAIL THE COMPLETED SURVEY TO:

Adapted Physical Education Survey
c/o Deb Baber, State Needs Assessment Data Analyst
Georgia Retardation Center - Athens
850 College Station Road
Athens, Georgia 30610

APPENDIX G

GenKids Special Education Program

```
Command?  read 15

Posted: Fri  Mar  7, 1986  11:27 PM EST                 Msg: DGIG-2413-8090
From:   GENKIDS
To:     PROJECT.CSPDPE
Subj:   RE: More Games

I CAN HARDLY WAIT TO SHARE THESE WITH THE DAVISON KIDS AGAIN.  THEY WILL LOVE
THE BALLOON GAME I AM CERTAIN.  THEY SEEM TO TRY EVEN HARDER WHEN THEY
KNOW THAT THIS IS A GAME WHICH IS ENJOYED BY OTHER CHILDREN INSTEAD OF JUST
SOMETHING SELECTED FROM THE BOOK.  OUR CLASS LOST THEIR OWN GYM TIME AT THE
SCHEDLULE CHANGE FOR THE SEMESTER.  WE EITHER HAD TO BE MAINSTREAMED INTO
9 DIFFERENT REGULAR ED ROOM OR HAVE OUR OWN TIME WITH ME AS THE TEACHER.
WE OPTED FOR THE LATER AS NINE MORE TIMES WITH PEOPLE OUT OF THE ROOM AT
DIFFERENT TIMES IS HARD TO HANDLE AND THE GAMES DONE IN THE REGULAR ROOM
ARE TOOO COMPETATIVE AND FRUSTRATING FOR MOST OF THE CHILDREN.  THEY CANNOT
HANDLE FAILURE OR LONG TIMES OF WAITING THEIR TURN.  THESE GAMES HAVE BEEN
WONDERFUL BECAUSE EVERYONE CAN COMPETE AT THEIR OWN LEVEL AND FEEL SUCCESS.
THEY CAN ALSO ALL TAJE PART AT THE SAME TIME.  THANK YOU FNP THESE LATEST
SELECTIONS. GWEN DAVISNN/KIDS
```

```
Command?  read 7

Posted: Mon  Feb 24, 1986   2:28 PM EST              Msg: QGIG-2397-6422
From:   GENKIDS
To:     PROJECT.CSPDPE
Subj:   RE: Hello!

THANK-YOU SO MUCH FOR THE GAMES.  WE ARE AN ELEMENTARY SPECIAL ED. ROOM
IN MONTROSE, MICHIGAN . IF YOU HAVE ANY MORE GOOD ACTIVITIES FOR US PLEASE
SEND THEM. THANKS. CHRIS BICKLE TEACHER AND CLASS.


Action?   purge

  Purged.

Action?

Command?  read 8

Posted: Mon  Feb 24, 1986  11:19 PM EST              Msg: PGIG-2398-3278
From:   GENKIDS
To:     PROJECT.CSPDPE
Subj:   RE: Hello!

READ BY THE DAVISON KIDS AND WE CAN HARDLT WAIT TO TRY SOME OF THESE GAMES.
WE WILL THINK OF YOUR PROJECT AS WE PLAY THEM IN OUR CLASSROOM..


Action?   purge
```

APPENDIX H

Requests for Information and Project Materials

H-2

GEORGE R. ARIYOSHI
GOVERNOR

FRANCIS M. HATANAKA
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE DISTRICT SUPERINTENDENT
KAUAI SCHOOLS
3060 EIWA STREET
LIHUE, HAWAII 96766-1310

November 26, 1986

Ernest Bundschuh
Project Director
CSPD PE

Dear Ernie, I'm forwarding the handbook on SPEC PE to Mr. Howard Okimoto, Program Specialist, Special Education, ~~State of Hawaii~~ (on the island of Oahu). I understand he oversees Special PE for Hawaii. We plan to use your survey form and software format for data collection in our district. Very truly,

Harry M Greenwood
Spec. Ed. Res. Tchr.

H-3

COPPIN STATE COLLEGE
2500 WEST NORTH AVENUE
BALTIMORE, MARYLAND 21216

November 25, 1986

Dear Ernie,

I greatly appreciate both the [illegible] [illegible] the special [illegible] [illegible] [illegible], [illegible] [illegible] [illegible] [illegible] CSPD [illegible]. I am returning (what appears to be) your original copy on Colorado's statewide analysis report. I made a copy for my use.

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] Maryland CSPD [illegible] [illegible] and [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

Thanks again for your assistance.

Sincerely,

GEORGE R. ARIYOSHI
GOVERNOR

FRANCIS M. HATANAKA
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE DISTRICT SUPERINTENDENT
KAUAI SCHOOLS
3060 EIWA STREET
LIHUE, HAWAII 96766-1310

November 7, 1986

Dr. Ernest Bundschuh
CSPD PE
850 College Station Rd.
Athens, Georgia 30610

Dear Ernie,

Thank you kindly for the immediate and thorough response to my request for more information about the CSPD PE project. I've made inquiry at the State level to find out who oversees special pe (island of Oahu). I sure hope they implement all or some of this CSPD PE project.

Very truly,

Harry M. Greenwood
Special Education Resource Teacher

(Materials arrived today)

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

2088 66TH ST
BEACH, VA
23451

Sept 18, 1986

Mr. Ernie Bundschuh,

In reading my new issue of Palestra, I discovered and article announcing your software system. I am so thrilled about this discovery that I will not wait until Monday to have this letter of inquiry typed!

I am currently one of two adapted physical educators/consultants in the Virginia Beach, Virginia, school department. Adapted physical education here in Virginia Beach is in a rather embryological state. We strongly recognize the need for a computer program/package that will help deliver us into an organized state of being. Your program is said to "provide needs assessment instruments targeted at identifying and improving programs and personnel in special physical education" (Palestra, 1986). Please send me all current and continous information regarding your Spec PE microcomputer program.

I look forward, eagerly, to hearing from you. If you ever plan to be in the Virginia Beach area please write and let me know.

Thanking you in advance

Susan Faulhaber
Adapted P.E. Specialist
Virginia Beach City Schools

H-6

Comprehensive
System of
Personnel
Development
Physical
Education

CSPD PE
850 College Station Road
Athens, GA 30610
(404) 542-8970

Mailed: Parent Book
Resource manual "
SPEC PE

September 25, 1986

Ms. Susan Faulhaber
Adapted PE Specialist
Virginia Beach City Schools
2088 66th St.
Virginia Beach, VA 23451

Dear Susan:

Thank you for your interest in our materials. I think, however, you are looking for more service/activity information than material on teacher training needs. In any event I wanted to share with you some additional information that you may find useful. The Resource Manual comes from our state department if additional copies are needed. Request them from:

Mrs. Marlene Bryar
Program for Exceptional Children
State Department of Education
Twin Towers East
Atlanta, GA 30334

The Parent Manual we provide at cost ($20.00) to folk all over the country requesting it. Maybe the parents of your students may be interested.

The CSPD-PE manual is for ascertaining training needs in physical education - use it, copy it, make all the discs you care to make.

By the way, Dr. Luke Kelly is at the University of Virginia, Health and Physical Education, 405 Emmet, Charlottesville, VA 22903. He would be happy to help in any way.

Good luck and keep in touch.

Sincerely,

Ernie Bundschuh

Ernie Bundschuh
Project Director

Enclosures

THE UNIVERSITY AFFILIATED FACILITY AT THE UNIVERSITY OF GEORGIA

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

H-7

General Board of
Global Ministries
THE UNITED METHODIST CHURCH
Room 404, 159 Ralph McGill Blvd., N.E.
Atlanta, GA 30365

Mission Education and Cultivation Program Department
Tel. 404-659-0002

May 23, 1986

Mr. Ernest L. Bundschuh
CSPD PE
850 College Station Road
Athens, Georgia 30610

Dear Mr. Bundschuh:

Yesterday's mail brought the book, *Parents as Partners: A Program of Physical Activity for All*. I am certainly grateful to you for your prompt attention to my request. I appreciate the fact that you are giving me this complimentary copy. I am very eager to share it with the staff at the school my daughter attends. If they would like a copy, then I will place an order with you.

Once again, I am grateful to you for all that you do to provide assistance to those of us who work daily with children with disabling conditions.

Sincerely,

Camille S. Funk
Field Representative
Mission Education, SEJ

CSF/jw

H-8

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

January 9, 1987

Mr. Ernest Bundschuh
CSPD PE
850 College Station Road
Athens, Georgia 30610

Dear Ernie:

I take this opportunity to thank you for sharing Project DART (physical education for handicapped students) with me. It has been most helpful in preparing materials for the state guidelines for the delivery of occupational therapy, physical therapy and adaptive physical education. Of particular interest at this time was Chapter VI "Instructional Programs," and Appendix D "Competencies of Adaptive Physical Education Specialists." The information will serve as a resource in the formulation of guidelines for the delivery of adaptive physical education in this state.

I send my wishes for a happy new year to you and your family.

Sincerely,

SUE PAULSON
Monitoring Specialist
Department of Educational Services

mec7

Affirmative Action — EEO Employer

H-9

Parsons Research Center
Bureau of Child Research, University of Kansas

January 21, 1987

Dr. Ernest Bundschuh
Project CSPD-PE
850 College Station Road
Athens, GA 30610

Dear Dr. Bundschuh:

Sorry for the delay in sending you a formal "thank you" for the response to our request concerning physical fitness programs for persons with severe handicaps. The response we received from throughout the country was much greater than we anticipated. We learned a great deal and will be preparing a formal proposal for submission to the U.S. Office of Education in March.

The information and material you provided was greatly appreciated. In the event that we are funded we will contact you and keep you abreast of our activities. Thank you for taking the time to help us.

Sincerely,

Charles R. Spellman, Ed.D.
Senior Scientist

CRS:pw

P.O.Box 738, Parsons, KS 67357, 316-421-6550

APPENDIX I

Project Related Presentations

DAVID W. HORNBECK
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201
(301) 659- 2325

December 16, 1986

Dr. Ernest Bundschuh
199 Arbor View Drive
Athens, GA 30605

Dear Ernie:

On behalf of those who attended and sponsored the November Maryland State Department of Education inservice on instructional excellence, I wish to express sincere appreciation for your significant contribution as a speaker for the adapted physical education group. Your Friday presentation on "The Kids Are Not Ours To Keep" received many positive evaluations from the audience and your handouts on Thursday evening and Friday were in great demand. Thank you for sending me additional copies of "Project DART" for dispersement to those unable to receive the material at the workshop.

If you have not yet received payment due you by RESA or the Department, please notify me at once, as I processed your forms as soon as they arrived. Your resourcefulness in minimizing the travel and lodging expenses is greatly appreciated by the program sponsors who operated within a greatly restricted budget.

I look forward to working with you on future educational projects aimed at the improvement of instruction for handicapped students in physical education. Please keep me informed of any new trends, issues or funding sources related to this essential area of need and promise.

Gratefully,

Betty

Betty A. Reid
Specialist in Physical Education

I-3

Grant file

DAVID W. HORNBECK
STATE SUPERINTENDENT

SPECIAL EDUCATION TTY 659-2866*
VOC-REHABILITATION TTY 659-2252*
FOR DEAF ONLY

MARYLAND STATE DEPARTMENT OF EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2595
(301) 659- 2325

October 23, 1986

Dr. Ernest Bundschuh
Physical Education Department
University of Georgia
850 College Station Road
Athens, GA 30610

Dear Ernie:

Thank you for agreeing to make a brief presentation on November 13 and a more extensive address on November 14, 1986 at Maryland physical education inservice events. The first function will be sponsored by Howard and Anne Arundel Counties with MSDE support; the second will be an MSDE statewide conference on "Optimizing Instruction in Physical Education." The Friday schedule which is enclosed lists your topic, "The Kids Are Not Ours To Keep" from 10:40 - 11:55 a.m. Presently that session is planned for an activity room which should allow space for some or all of the 40-50 adapted teachers to become actively involved in learning experiences or demonstrations within your 75 minute program. Do you think chairs will be needed for attendees or can they sit on the floor when you are lecturing? Please let me know by phone or note any audiovisual equipment or supply needs (balls, etc.) you might have for that session or the Thursday evening presentation.

On Thursday approximately 125-150 elementary teachers are expected to participate in Maryland's Third Evening Statewide Physical Education Workshop. Information about it and a suggested theme for your half hour presentation are enclosed. When you confirm your flight arrangements, please inform me so I can plan travel for you from the BWI airport to the Quality Inn motel where I have reserved your room, and to your evening session at the nearby MacArthur Middle School. After your presentation transportation back to the motel can be arranged whenever you are ready to depart. The airport is close to the workshop site and the motel. An arrival time prior to 5:00 p.m. would provide adequate time to facilitate your travel to the school; however, if you want time for rest or preparation an earlier arrival is recommended. (I hope these arrangements will fit in with your plan to visit another State Department's personnel during this trip north.)

Thank you for offering to explore the possibility of supplying teachers in the Friday session with some useful materials on adapted physical education. Any practical handouts would be appreciated by our workshop attendees on Thursday evening or Friday. Approximately 150 teachers -- mostly elementary specialists -- are expected on Thursday; on Friday 40-60 adapted teachers and special education supervisors are anticipated.

I am developing a second contract for you which will arrive soon from our MSDE payment agency, RESA. It will cover your flight expenses from Atlanta and back (estimated at $200.00), overnight lodging of $44.96 including tax, travel to and from the Atlanta airport @ $.19/mile (estimated: $40.00), food for two days @ $16.00/day, and parking at the Atlanta airport if needed (estimated at $20.00). Please call if you feel there is a discrepancy in these amounts. Your $300.00 fee for two days of service will be expended from the regular MSDE contract #620770 which we negotiated previously.

We look forward to welcoming you back to the "Blue Crab State," Ernie. The planning committee deeply appreciates the effort and time you have agreed to devote to the updating of Maryland physical educators in an essential area, that of providing effective instruction to special needs youngsters.

Sincerely,

Betty

Betty A. Reid, Ph.D.
Specialist in Physical Education

BAR/hew

Enclosures

cc: Paul Rusko, Anne Arundel County
Physical Education Coordinator

Robert Janus, Prince George's County
Moter Development Supervisor

MID-SOUTH REGIONAL RESOURCE CENTER

123 Porter Building • University of Kentucky • Lexington, Kentucky, 40506-0205 • (606) 257-4921

A regional project serving parents and educators who provide services to persons with handicaps in
Delaware, District of Columbia, Kentucky, Maryland, North Carolina, South Carolina,
Tennessee, Virginia, and West Virginia

October 7, 1986

MEMORANDUM

TO: Members of the CSPD Task Force

FROM: Christy Ann Riffle, MSRRC CAR

RE: Materials Package, Planning Document & Meeting Update

This package contains materials that have been collected since the last Task Force meeting. Some of these materials were gathered based upon specific information requests from the Task Force, and others are included because they contain information related to the two topics under discussion for the meeting next week: Needs Assessment and Evaluation. A bibliography is attached that lists the materials included in this package.

A draft copy of the agenda and objectives for the meeting are included. A copy was sent to you via SpecialNet, but in case you did not see it, here it is again! In addition, you will find a copy of Comprehensive System of Personnel Development: A Planning Document. This draft document has been prepared by Sheila Draper and myself in response to the Mid-South Advisory Committee's charge to the CSPD Task Force to develop an outline of the components and process for CSPD. We request that members of the Task Force complete a preliminary review of this draft document prior to the scheduled presentation and discussion of it on Wednesday, October 15. Your reviewing it ahead of time will enable the Task Force to arrive at specific suggestions, recommendations and comments regarding the document in the time allotted.

You will notice that there are times scheduled on the agenda for state-by-state sharing and discussion on the two general meeting topics: Needs Assessment and Evaluation. Please bring along any information you wish to share with the Task Force regarding these topics. If you are making copies of any information, please make 15 copies or if you wish the MSRRC can make the copies for you here in Lexington, prior to the scheduled sharing sessions.

We look forward to seeing you in Lexington, and anticipate an enjoyable and productive meeting.

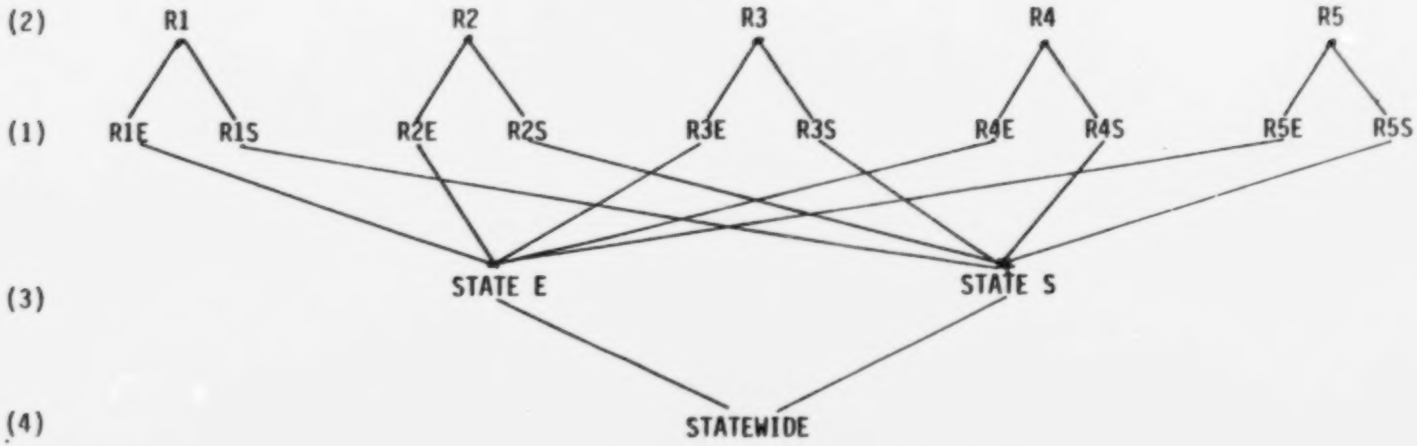
CAR:lp

cc: State Directors & Contacts for Task Force Members
Bob Sterrett, Ken Olsen, Ethel Bright
103-04-RW-00

enclosure.

APPENDIX J

Sample State Analysis Plan



(1) Completed questionnaires, precoded to identify one of 5 geographic regions (R1 through R5) and one of 2 school types (E-elementary or S-secondary), are grouped according to code before data entry (R1E, R1S, R2E, R2S etc.). Data from questionnaires bearing the same code is entered as a group, then stored in a properly named data file. Filename R1E contains only that data received from elementary schools in Region 1. The resulting ten data files, R1E - R5S, contain all data received. NOTE: Data entry tasks are complete at this point.

(2) Elementary and secondary files from the same region are combined into regional files (R1-R5) for geographic comparisons.

(3) All elementary and secondary files are combined into statewide elementary and statewide secondary files for comparison.

(4) Statewide elementary and statewide secondary files are combined to produce an overall statewide analysis.

This structure results in 18 individual analyses.

QUESTION 1

acher Qualification by Degree

	Teachers Responding N / %
Bachelor	151 / 47.00
Master	165 / 52.00
Specialist	3 / 1.00
Doctorate	0 / 0.00

tal Questionnaires Processed: 319

mber / Percent Appropriate Responses: 319 /100.00

mber / Percent NO Response: 0 / 0.00

QUESTION 2

eacher Qualifications by College Credit

	Teachers Responding					
	N	Mean # courses	Max	N/% 1-5 Courses	N/% 6-10 Courses	N/% 11-15 Courses
Adapted Physical Educ.	256	2.48	12	228 80.00%	22 8.00%	6 2.00%
Motor Development	197	2.80	13	175 61.00%	15 5.00%	7 2.00%
Special Education	127	2.36	30	116 41.00%	7 2.00%	3 1.00%

otal Adapted PE courses reported: 636
otal Motor Development courses reported: 552
otal Special Education courses reported: 300

otal Questionnaires Processed: 319
umber / Percent Appropriate Responses: 285 / 89.00
umber / Percent Inappropriate Responses: 16 / 5.00
umber / Percent NO Response: 18 / 6.00

QUESTION 3

Teacher Qualification - Supervised Practicum

	Teachers Responding N / % Yes	N / % No
Supervised Practicum in Special Physical Education	73 / 24.00	234 / 76.00
Student Teaching in Special Physical Education	22 / 7.00	281 / 93.00
Student teaching in Regular Education Class	122 / 39.00	187 / 61.00

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	314 / 98.00
Number / Percent NO Response:	5 / 2.00

QUESTION 4

Number of Inservice Days in Adapted Physical Education - Last 5 Years

	Teachers Responding Max	N / %
Max days reported	30	
0 days		179 / 59.00
1-5 days		106 / 35.00
6-10 days		11 / 4.00
Over 10 days		6 / 2.00

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	302 / 95.00
Number / Percent Inappropriate Responses:	0 / 0.00
Number / Percent NO Response:	17 / 5.00

QUESTION 5

Length of Average Class Period

	Teachers Responding N / %
15-25 min	40 / 13.00
30-45 min	159 / 50.00
45 + min	119 / 37.00

Total Questionnaires Processed: 319

Number / Percent Appropriate Responses: 318 /100.00

Number / Percent NO Response: 1 / 0.00

QUESTION 6

Teacher Workload by Number of Classes and Students

	Teachers Responding		
	Mean	Max	N / %
CLASSES:			
Mean/Max Classes/day Reported	6.08	14.00	
Fewer than 7 classes/day			228 / 82.00
8-10 Classes/day			39 / 14.00
11-15 Classes/day			11 / 4.00
16 + Classes/day			0 / 0.00
HANDICAPPED STUDENTS:			
Max Number of Handicapped Students/Class reported		22	
Mean number of Handicapped Students/Class	2.85		
Mean Number of Handicapped Students Served/Day/Teacher	17.29		
0 students/class			69 / 25.00
1-5 students/class			173 / 62.00
6-10 students/class			23 / 8.00
11-15 students/class			11 / 4.00
16-20 students/class			1 / 0.00
20 + students/class			1 / 0.00
REGULAR STUDENTS:			
Max Number of Regular Ed. Students Reported/Class		140	
Mean Number of Regular Ed. Students Reported/Class	28.83		
Mean number of Regular Ed. Students Students Served/Day/Teacher	175.12		
0 students/class			5 / 2.00
1-10 Students/class			2 / 1.00
11-25 students/class			84 / 30.00
26-50 students/class			182 / 65.00
51-100 students/class			4 / 1.00
101-200 students/class			1 / 0.00
200 + students/class			0 / 0.00

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	278 / 87.00
Number / Percent Inappropriate Responses:	39 / 12.00
Number / Percent NO Response:	2 / 1.00

QUESTION 7

Teacher Workload by class meetings per week

	Teachers Responding Mean 1-5	N / %
Class Meetings/Week	4.23	
1. 1 Time/Week		3 / 1.00
2. 2 Times/Week		41 / 13.00
3. 3 Times/Week		48 / 15.00
4. 4 Times/Week		13 / 4.00
5. 5 Times/Week		211 / 67.00

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	316 / 99.00
Number / Percent NO Response:	3 / 1.00

QUESTION 8

Teacher Workload by Number of Schools Served

	Teachers Responding Mean	Max	N / %
Mean/Max Schools Reported	1.18	6.00	
0 Schools			1 / 0.00
1 School			260 / 88.00
2-5 Schools			33 / 11.00
6-7 Schools			2 / 1.00
8-10 Schools			0 / 0.00
11-15 Schools			0 / 0.00

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	295 / 92.00
Number / Percent Inappropriate Responses:	0 / 0.00
Number / Percent NO Response:	23 / 7.00

QUESTION 9

Types of Handicapped Students Served

	Teachers Responding N / %
Multi/Physical Handicapped	114 / 39.00
Mild Mental Handicapped (EMR)	172 / 58.00
Moderate/Severe Mental Handicapped (TMR-SMR)	62 / 21.00
Hearing/Vision Impairment	174 / 59.00
Learning Disability	254 / 86.00
Behavior Disorder	212 / 72.00
Severe Emotional Disturbance	76 / 26.00

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	296 / 93.00
Number / Percent NO Response:	23 / 7.00

QUESTION 10

requency of Facility Use for Handicapped Students

	Total	Mean Level 1-3	Teachers Responding N/% Never Used	N/% Sometimes Used	N/% Always Used	N/% No Facility
Gym	303	2.40	39 13.00%	101 33.00%	158 52.00%	5 2.00%
Multipurpose Room	269	1.98	48 18.00%	83 31.00%	44 16.00%	94 35.00%
Outdoor Field	296	2.26	37 13.00%	140 47.00%	114 39.00%	5 2.00%
Swimming Pool	263	1.82	40 15.00%	44 17.00%	21 8.00%	158 60.00%
Locker Room	281	2.27	55 20.00%	45 16.00%	113 40.00%	68 24.00%
Classroom	262	2.04	69 26.00%	91 35.00%	78 30.00%	24 9.00%
Weight Room	278	2.05	39 14.00%	95 34.00%	48 17.00%	96 35.00%

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	308 / 97.00
Number / Percent NO Response:	11 / 3.00

QUESTION 11

Physical Education Equipment Budgets

	Teachers Responding Mean	Max	N / %
Mean/Max Budgets Reported	$ 1360.21	$14000.00	
$0 / year			5 / 2.00
$1-$100 / year			4 / 1.00
$101-$300 / year			51 / 19.00
$301-$500 / year			44 / 16.00
$501-$700 / year			23 / 9.00
$701-$1000 / year			35 / 13.00
$1000 + / year			107 / 40.00

Total Questionnaires Processed: 319

Number / Percent Appropriate Responses: 269 / 84.00

Number / Percent NO Response: 50 / 16.00

QUESTION 12

Percent of Budget Equipment Budget Used for Handicapped Students

	Teachers Responding Mean	N / %
Mean by Category	1.84	
1. 0% / year		131 / 44.00
2. 1-10% / year		120 / 41.00
3. 11-25% / year		23 / 8.00
4. 26-50% / year		4 / 1.00
5. 50% + / year		18 / 6.00

Total Questionnaires Processed: 319

Number / Percent Appropriate Responses: 296 / 93.00

Number / Percent NO Response: 23 / 7.00

QUESTION 13

eacher Participation in IEP Process

	Teachers Responding Total	N/Z YES	N/Z NO	N/Z DON'T KNOW
Refer students to Special Ed. Faculty	311	185 59.00Z	110 35.00Z	16 5.00Z
Request to take part in IEP meetings	305	75 25.00Z	211 69.00Z	19 6.00Z
Attend IEP meetings	307	97 32.00Z	195 64.00Z	15 5.00Z
Send written input to IEP meetings	307	143 47.00Z	150 49.00Z	14 5.00Z
Write parts of IEPs for Handicapped children in PE	304	74 24.00Z	214 70.00Z	16 5.00Z

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	313 / 98.00
Number / Percent NO Response:	6 / 2.00

QUESTION 14

Information on IEP forms used

	Teachers Responding Total	N/% YES	N/% NO	N/% DON'T KNOW
Standard IEP form used	301	175 58.00%	19 6.00%	107 36.00%
Special form for PE section of IEP	298	41 14.00%	174 58.00%	83 28.00%
Parents provide input on Physical Education goals	297	80 27.00%	120 40.00%	97 33.00%
School has data bank or list of IEP goals and objectives to choose from	296	34 11.00%	97 33.00%	165 56.00%

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	306 / 96.00
Number / Percent NO Response:	13 / 4.00

QUESTION 15

Teacher involvement in recommending placement of handicapped children into adapted or regular PE classes

	Teachers Responding N / %
YES - Teacher is involved	134 / 42.00
NO - Teacher is not involved	93 / 29.00
NOT APPLICABLE	91 / 29.00

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	318 /100.00
Number / Percent NO Response:	1 / 0.00

QUESTION 16

Factors in Determining Student Need for Adapted Physical Education

		Teachers Responding			
	Total	Mean Level 1-3	N/% Little Importance	N/% Importance	N/% Considerable Importance
Formal tests	291	2.26	42 14.00%	131 45.00%	118 41.00%
Teacher Observation Skills, Fitness etc.	291	2.49	12 4.00%	124 43.00%	155 53.00%
Teacher Observation Social, Emotional	291	2.33	25 9.00%	146 50.00%	120 41.00%
Student's IEP Goals and Objectives	268	2.01	58 22.00%	150 56.00%	60 22.00%
Advice of Other Professionals	289	2.32	13 4.00%	171 59.00%	105 36.00%
Parent's Preference	284	2.01	54 19.00%	173 61.00%	57 20.00%
Child's Preference	284	1.95	71 25.00%	156 55.00%	57 20.00%
Scheduling Convenience	286	1.71	125 44.00%	119 42.00%	42 15.00%
Student's Grade Level	285	1.51	160 56.00%	105 37.00%	20 7.00%
Handicapping Condition	286	2.40	30 10.00%	112 39.00%	144 50.00%
Chronological Age	283	1.57	143 51.00%	118 42.00%	22 8.00%

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	292 / 92.00
Number / Percent NO Response:	27 / 8.00

QUESTION 17

Degree of Difficulty in Assessing Performance Levels of Handicapped Children

	Total	Mean Level 1-3	Teachers Responding N/% Never Indiv.	N/% Sometimes Indiv.	N/% Always Indiv.	N/% Not Applicable
Physical Fitness	293	1.59	138 47.00%	105 36.00%	27 9.00%	23 8.00%
Gross Motor Skills	294	1.51	154 52.00%	102 35.00%	20 7.00%	18 6.00%
Social/Emot. Skills	296	1.99	58 20.00%	164 55.00%	56 19.00%	18 6.00%
Sports Skills	295	1.40	173 59.00%	87 29.00%	11 4.00%	24 8.00%
Knowledge of Sports	293	1.52	147 50.00%	88 30.00%	23 8.00%	35 12.00%
Growth, Development	293	1.79	88 30.00%	159 54.00%	30 10.00%	4 1.00%

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	296 / 93.00
Number / Percent NO Response:	23 / 7.00

QUESTION 18

Factors in Assessing Motor Ability in Handicapped Children

	Total	Teachers Responding Mean Level 1-3	N/% No Prob.	N/% Some Prob.	N/% Consid. Prob.	N/% Not Applic.
Not Aware of Appropriate Tests	297	2.12	58 20.00%	126 42.00%	92 31.00%	21 7.00%
Inadequate Skills in Administering Tests	296	1.91	97 33.00%	102 34.00%	73 25.00%	24 8.00%
Do not believe in Testing, assessing	288	1.28	155 54.00%	31 11.00%	12 4.00%	90 31.00%
Cost of Purchasing Testing materials	293	2.07	75 26.00%	90 31.00%	92 31.00%	36 12.00%
Lack of Phys. Educ. Class time	296	2.20	79 27.00%	60 20.00%	135 46.00%	22 7.00%

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	300 / 94.00
Number / Percent NO Response:	19 / 6.00

QUESTION 19

ndividualization of Instruction for Handicapped Students

			Teachers Responding			
	Total	Mean Level 1-3	N/% Never Indiv.	N/% Sometimes Indiv.	N/% Always Indiv.	N/% Not Applic.
Class Activities	305	2.08	38 12.00%	182 60.00%	60 20.00%	25 8.00%
Equipment	305	1.96	57 19.00%	177 58.00%	45 15.00%	26 9.00%
Assessment, Testing Procedures	300	2.06	54 18.00%	146 49.00%	71 24.00%	29 10.00%
Teaching style	304	2.24	29 10.00%	157 52.00%	97 32.00%	21 7.00%
Behavior Management	302	2.21	36 12.00%	148 49.00%	95 31.00%	23 8.00%
Criteria for Grading or evaluation	303	2.35	29 10.00%	116 38.00%	121 40.00%	37 12.00%

otal Questionnaires Processed:	319
umber / Percent Appropriate Responses:	306 / 96.00
umber / Percent NO Response:	13 / 4.00

QUESTION 20

Inservice Needs of Physical Education Faculty

		Teachers Responding			
		Mean	N/%	N/%	N/%
	Total	Level 1-3	No Need	Some Need	Great Need
Assessment of Motor Ability	299	2.15	37 18.00%	180 50.00%	82 32.00%
Individualized Instruction	299	2.14	54 18.00%	150 50.00%	95 32.00%
Modifying Equipment And activities	299	2.17	47 16.00%	154 52.00%	98 33.00%
Behavior Management	299	2.01	76 25.00%	145 48.00%	78 26.00%
Writing IEPs	284	2.10	67 24.00%	121 43.00%	96 34.00%
State and Federal Laws	292	2.08	66 23.00%	138 47.00%	88 30.00%
Knowledge of Handicapping condition	297	2.16	48 16.00%	152 51.00%	97 33.00%
Motor Development	296	2.16	47 16.00%	156 53.00%	93 31.00%
Curriculum Material	297	2.26	43 14.00%	133 45.00%	121 41.00%

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	300 / 94.00
Number / Percent NO Response:	19 / 6.00

QUESTION 21

Single Most Pressing Inservice Need in Physical Education

	Teachers Responding N / %
Assessment of Motor Ability	33 / 12.00
Individualized Instruction	64 / 22.00
Modifying Equipment,Activities	43 / 15.00
Behavior Management	15 / 5.00
Writing IEPs	14 / 5.00
State and Federal Laws	20 / 7.00
Knowledge of Handicapping Cond.	33 / 12.00
Motor Development	17 / 6.00
Curriculum Materials	47 / 16.00

Total Questionnaires Processed:	319
Number / Percent Appropriate Responses:	286 / 90.00
Number / Percent NO Response:	33 / 10.00

APPENDIX K

Evaluation Forms and Letters

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

October 20, 1986

Mr. Ernest Bundschuh
Project Director
Comprehensive System of Personnel
  Development
Physical Education
University of Georgia
850 College Station Road
Athens, GA 30610

Dear Mr. Bundschuh:

The SpecPE Needs Assessment Management System has been reviewed. The program and instructional manual, which have been developed by SpecPE, provided information necessary to implement the use of the assessment information including clear directions to the use of the computer, the data entry process and program modification.

Tentatively, plans are being developed for the use of this program in an initial sampling of physical education teachers in certain school districts. Results from this sampling would then be analyzed and modifications to the program, if needed, would be made. It is possible then, that the assessment may be used at the next MAHPERD Conference and that the resulting analysis used to plan appropriate inservice projects.

It was a pleasure to attend the Portland Conference and to meet you. Your help has been appreciated.

Sincerely,

Sue Paulson

SUE PAULSON
Monitoring Specialist
Department of Special Services

SP:sr

The University of Rhode Island, Kingston, RI 02881-0810
Department of Physical Education, Health & Recreation Tootell Physical Education Center

K-3

February 3, 1986

Ernest Bundschuh
Project Director
CSPD PE
850 College Station Road
Athens, GA 30610

Dear Ernie and Shirley:

I consider myself very fortunate to have the opportunity to participate in the orientation to the SpecPE Needs Assessment Management System.

I think this system will be extremely beneficial to the field as well as to each individual state.

I passed the information on to Diane Devine at the Rhode Island State Department of Education and to my colleague, Dr. Lorraine E. Bloomquist.

I passed on your suggestions about having a graduate student completing their assessment for the State Department as part of their Master's degree. This is a real possibility right now. We have a graduate student at the University of Rhode Island who has submitted a marked proposal of a statewide needs assessment.

A colleague of mine from Connecticut, Dr. Karen Norton, who works with Dr. Jay Shivers at the University of Connecticut, is very interested in SpecPE. Jay is on the CSPD committee for Connecticut, Karen is very interested in doing a needs assessment in Connecticut and plans on contacting your office.

As far as critiquing the orientation, I think the purpose of the orientation was accomplished. From what I have had time to review, SpecPE I find to be a sound system and very well organized. It can be readily applied for practioners and for a state department.

I will keep you informed should we come across any major concerns in the application of the assessment.

Sincerely,

Paula J Scraba

Paula J. Scraba, Special Instructor
Adapted Physical Education Program
University of Rhode Island
126 Tootell Center
Kingston, RI 02881

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K-4

The University of Vermont
CENTER FOR DEVELOPMENTAL DISABILITIES
A UNIVERSITY AFFILIATED FACILITY SATELLITE
COLLEGE OF EDUCATION AND SOCIAL SERVICES
499 C WATERMAN BUILDING
BURLINGTON, VERMONT 05405-0160
(802) 656-4031

February 3, 1986

Dr. Ernie Bundschuh
CSPD PE
850 College Station Road
Athens, Georgia 30610

Dear Ernie:

Just a note to say thank you for having me at the CSPD PE meeting in Boston. It was good to see you and Hayde as always. In addition to the content of the meeting, it was good for me to get to talk to Dick Bartlett and Carol Davis about the Northeast conference. The weather cooperated quite nicely, so I even enjoyed the drive home.

I have enclosed the form with a few choice comments of an evaluative nature. By the way, I've gotten a lot of laughs with the photo of you, me and what's-his-name - including leaving a couple of folks believing that it is the real thing. High level stuff!

Keep the faith and say hello to everyone.

Adaptively yours,

Larry Carmichael

LC/ak

K-5

Comprehensive
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Development
Physical
Education

CSPD PE
850 College Station Road
Athens, GA 30610
(404) 542-8970

Dear Colleague,

Thank you for participating in the orientation to the SpecPE Needs Assessment Management System. The CSPD-PE staff wish to acknowledge your efforts in reviewing Project content and possible utilization of components in your state service system.

As some time has passed since the orientation session, may we request a short comment on the effectiveness of our presentation, Manual content and software package. We feel that this method of evaluation allows the additional time necessary to reflect on the information and consider it's utilization in your state.

Thank you again, and may we restate our willingness to support you in any way we can in your continued development of an effective needs assessment process.

Sincerely,

Ernest Bundschuh
Project Director

COMMENTS:

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K-6

Kearney State College - Kearney, NE 68849

March 19, 1986

Dr. Ernest Bundschuh
Project CSPD-PE
850 College Station Road
Athens, GA 30610

Dear Ernie,

I talked with Bill Vogler from the University of Colorado, Boulder recently about Project CSPD-PE. From Bill's comments, I have become very interested in the project. My purpose in writing is to inform you of my interest. If there is anything I can do to facilitate implementation of the project in Nebraska, please contact me.

Sincerely,

Paul Bishop Ed.D.
Associate Professor and
Adapted Physical Education Coordinator

MEMORANDUM

TO: Ernie Bundschuh
Project Director
CSPD PE

FROM: Audrey Sprenger,
Coordinator, Professional Development

RE: Spec PE manual

DATE: October 23, 1986

I have received the additional Spec PE manual, and have made it available to others in our unit who might benefit from it.

Thank you, for your thoughtfulness in providing the manual, and for your lively and interesting presentation at Lexington. I enjoyed the conference and found it a most helpful orientation to my new CSPD responsibilities.

I also appreciated your congenial and generous manner during the more informal hours. It was a pleasure meeting you.

hh/AS6-A

COLLEGE OF EDUCATION
SCHOOL OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

February 21, 1986

Dr. Ernest Bundschuh
Project Director
CSPE PE
850 College Station Road
Athens, GA 30610

Dear Dr. Bundschuh:

Just a note to express my appreciation for the CSPD PE Needs Assessment Workshop in Sacramento, CA., and the Spec P.E. manual. Yes, the manual did arrive this week. I did enjoy the workshop and the extra time we had to talk. I am looking forward to completing a needs assessment here in Nevada and using your Spec PE procedure.

Once again, thank you for your time at the workshop and the information contained in the manual.

Respectfully,

Brent C. Mangus, Ed.D
Assistant Professor

BCM/eah

UNIVERSITY OF NEVADA, LAS VEGAS/4505 MARYLAND PARKWAY/LAS VEGAS, NV 89154/(702) 739-3291

K-9

WISCONSIN
HANDICAPPED NEEDS ASSESSMENT PROJECT
UW-Whitewater Whitewater, WI 53190-1790

PROJECT DIRECTOR
Dr. Paul Lauritzen
RESEARCH ASSISTANTS
Julie Landry
Julie Oelts

February 27, 1987

Dr. Ernest Bundschuh
850 College Station Rd.
Athens, GA 30610

Dear Ernie:

We mailed our PE survey two weeks ago to a sample (300) of Wisconsin PE teachers. The returns have been very good (40%) and we are entering the data on the IBM PC. We will be sending you a complete write-up of this survey when it is completed. Also we will be happy to share any of the raw data with you.

I did get notified that the CSPD special project I submitted last fall was funded. Again I hope your proposal is also funded as I would like to be able to cooperatively work with you in this area of critical national need. I will be keeping you posted on my activities.

I hope to see you in Chicago at CED.

Sincerely,

Paul

Paul Lauritzen

K-10

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

June 26, 1986

Mr. Charles White
Director of Physical Education
and Athletics
SC School for the Deaf and the Blind
Cedar Spring Station
Spartanburg, SC 29302

Dear Mr. White:

Thank you for your letter of June 20 informing me of your initiative in physical education for handicapped children. Clearly, physical education service delivery to handicapped children in the least restrictive environment is a specific requirement of P. L. 94-142.

Some progress has been made in this area in South Carolina. Most notably was the activity in movement education—a joint effort between the Department and the University of South Carolina's University Associated Facility.

We in the Department would certainly welcome meaningful data in this regard. It helps us to meet the provisions of law, but more importantly, gives all of us an opportunity to improve and expand meaningful instruction to handicapped children in physical education.

Best wishes to you as you pursue this worthy objective.

Cordially,

Robert S. Black

Robert S. Black, Director
Office of Programs for the Handicapped

RSB:ab

cc: Ms. Mary Ginn
CSPD

K-11

A. BARON HOLMES, IV
President

SOUTH CAROLINA SCHOOL
FOR THE DEAF AND THE BLIND

CEDAR SPRING STATION
SPARTANBURG, S.C. 29302
TELEPHONE: (803) 585-7711

March 12, 1986

Dr. Ernie Bundschuh
Department of Education
850 College Station Road
Athens, Georgia 30610

Dear Ernie:

It was great to see you again. I really enjoyed spending the day with you and sharing ideas. I am indebted to you for sharing your time, staff and research. Your operation is providing a valuable service to special education.

I have been studying the manual and dissertation and am getting excited about the dissertation topic. I believe in it and feel that the results may be helpful to the state. I have been trying to schedule a meeting with the committee for March 25th. If you have occasion to speak to Leon or Dick, please share with them our ideas.

Thanks again for your warm hospitality and support. I will touch base with you as I get more direction. Also, please give thought to having your students spend some time with us.

Sincerely,

Charles White
Director of Athletics
and Physical Education

[jm]

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Representative from the
Governor's Office

May 2, 1986

Dr. Ernest Bundschu
CSPD PE
850 College Station Road
Athens, GA 30610

Dear Ernie:

Thank you so much for your letter of April 25, and enclosure. Project CSPD-PE has been very helpful and I am eager to use the new Specs and diskette.

I look forward to seeing you in August at the consortium meeting. All the best.

Sincerely,

Jay S. Shivers
Professor

JSS/lms

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RECEIVED
JAN 27 1987
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EDUCATION OF THE HANDIC

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CSPD PE
850 College Station Road
Athens, GA 30610
(404) 542-8970

Dear Colleague,

Thank you for participating in the orientation to the SpecPE Needs Assessment Management System. The CSPD-PE staff wish to acknowledge your efforts in reviewing Project content and possible utilization of components in your state service system.

As some time has passed since the orientation session, may we request a short comment on the effectiveness of our presentation, Manual content and software package. We feel that this method of evaluation allows the additional time necessary to reflect on the information and consider it's utilization in your state.

Thank you again, and may we restate our willingness to support you in any way we can in your continued development of an effective needs assessment process.

Sincerely,

Ernest Bundschuh
Project Director

COMMENTS:

We appreciated your coming to TN and presenting your Mgt. System for a Needs Assessment. I mailed one copy to Dr. Rhoda Folio, TN. Tech. Cookeville because she is our contact person in higher ed. for adaptive P.E. At this time we are not planning to adapt or adopt your system.

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Thank you again, and may we restate our willingness to support you in any way we can in your continued development of an effective needs assessment process.

Sincerely,

Ernest Bundschuh
Project Director

Ernie

COMMENTS:

We were very impressed with your system and have plans to modify & implement it during the summer months. We anticipate a revision in our certification in the near future and your system will help us move in the right direction!

Thanks,
Janice Frugé

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Sincerely,

Ernest Bundschuh

Ernest Bundschuh
Project Director

COMMENTS:

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As some time has passed since the orientation session, may we request a short comment on the effectiveness of our presentation, Manual content and software package. We feel that this method of evaluation allows the additional time necessary to reflect on the information and consider it's utilization in your state.

Thank you again, and may we restate our willingness to support you in any way we can in your continued development of an effective needs assessment process.

Sincerely,

Ernest Bundschuh

Ernest Bundschuh
Project Director

COMMENTS:

I was very pleased to be able to represent Michigan at the Washington Orientation of the Needs Assessment Management System. Both of you gave very thorough and comprehensive presentations. The materials and information you shared provided the help we needed to do a needs assessment for the State of Michigan. We plan to survey Special Phy. Ed. teachers, regular physical education teachers and any others who might be providing some of these services to handicapped children.

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Ernest Bundschuh

Ernest Bundschuh
Project Director

COMMENTS:

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Ernest T Bundschuh

Ernest Bundschuh
Project Director

COMMENTS:

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Sincerely,

Ernest Bundschuh

Ernest Bundschuh
Project Director

COMMENTS:

Your presentation was excellent, thoughtful and thought provoking - I haven't received my manual yet - but the copy I saw was comprehensive and can be very useful. I plan to bring it out to my colleagues [illegible] Thank you so much [illegible]

[illegible]

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Sincerely,

Ernest Bundschuh

Ernest Bundschuh
Project Director

COMMENTS: – [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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Thank you again, and may we restate our willingness to support you in any way we can in your continued development of an effective needs assessment process.

Sincerely,

Ernest Bundschuh

Ernest Bundschuh
Project Director

COMMENTS:

I found the presentation to be comprehensive and applicable to other staff development coordination projects.

Dr. Leah S. Humphrey
Director Special Education and
Pupil Personnel Services, Region B

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Project Director

COMMENTS:

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Thank you again, and may we restate our willingness to support you in any way we can in your continued development of an effective needs assessment process.

Sincerely,

Ernest Bundschuh
Project Director

COMMENTS:

The Spec PE Needs Assessment Management System is very well organized and comprehensive. I am hopeful that we will be able to utilize the package in developing a needs statement in Alabama.

Glenn M. Roswal, Ph.D.

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Sincerely,

Ernest Bundschuh
Project Director

COMMENTS:

I want to thank and congratulate you and your colleague Mrs. Shirley Crowley for the very professional manner in which you conducted the recent in-service CSPD-PE management seminar. I certainly appreciated the individualized instruction, and I am already finding that the materials you provided are very helpful indeed. I am sure that your Needs Assessment System has great relevance to other areas of special education, and I encourage you to give this idea your serious consideration for a future project.

Geoffrey D Broadhead May, 5, 1986
Geoffrey D. Broadhead, Ph.D., Professor, Louisiana State University

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Sincerely,

Ernie Bundschuh

Ernest Bundschuh
Project Director

COMMENTS:

Alaska has not had an opportunity to use the system yet. I have given one copy to the Univ of AK - Anchorage and shared the other with our handicapped PE contact person. We think [illegible]

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Thank you again, and may we restate our willingness to support you in any way we can in your continued development of an effective needs assessment process.

Sincerely,

Ernest Bundschuh

Ernest Bundschuh
Project Director

COMMENTS:

The orientation presenation was concise and clear. It helped us understand different ways of collecting needs assessment data. The manual and needs assessment instrument will be helpful in collecting the information we need. We have not begun using the questionaire but expect to use it soon. Thank you for your help and the valuable material.

MAR 27 1987

K-27

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Thank you again, and may we restate our willingness to support you in any way we can in your continued development of an effective needs assessment process.

Sincerely,

Ernest Bundschuh
Ernest Bundschuh
Project Director

COMMENTS:

Very helpful orientation. Gave us some ideas for approaching data analysis with new automation system coming in. Will probably adapt concept to meet our data need for a main frame/mini rather than micro system.

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[illegible] 1987

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Thank you again, and may we restate our willingness to support you in any way we can in your continued development of an effective needs assessment process.

Sincerely,

Ernest Bundschuh

Ernest Bundschuh
Project Director

COMMENTS:

The presentation was informative and to the point. The Manual and software show promise in terms of implementation. Thank you for spending some time with us.

Dennis J. Dykstra, Consultant
Bureau of SPED
Dept. of ED.
Des Moines, IA

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Thank you again, and may we restate our willingness to support you in any way we can in your continued development of an effective needs assessment process.

Sincerely,

Ernest Bundschuh

Ernest Bundschuh
Project Director

COMMENTS:

The presentation was very informative and professionally delivered. The materials are very comprehensive. The Iowa Dept. of Education is currently evaluating use of the materials.

Sincerely,
Paul Kabance
HDER Consultant

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APPENDIX L

Videotape Scripts

STORYBOARD WORKSHEET

SHEET 1 OF 9

The purpose of this video tape is to orient State Education Agency personnel as well as others concerned with a comprehensive system of personnel development, with a needs assessment management system. By utilizing the manual, developed by the CSPD-PE Project, individuals will have an opportunity to review materials outlining an overall format for the development of a needs assessment system in special education and then focus on how physical education fits into that system.

Hello, my name is Ernie Bundschuh and I am the director of Project CSPD-PE. CSPD-PE is a federally funded project through the Office of Special Education Programs, Division of Personnel Preparation, U.S. Office of Education. During the past three years, we have had the opportunity to work with personnel from all U.S. states and territories in providing strategies that may be used in the process of collecting and analyzing data related to training needs of individuals providing services to special education students.

The first section of this orientation will focus on the overall strategy for developing and implementing a needs assessment management system. Seated on my left is Mrs. Shirley Crowley, the systems designer for this project. She has been responsible for the development of the software which allows direct entry of data and consequently analysis of results in what we consider a most cost effective and efficient manner. Mrs. Crowley will later discuss the fundamentals of utilizing the Spec.PE software. In our summary remarks, we will be presenting data collected that might be considered exemplary of data from a number of states.

Thank you Shirley. We begin our orientation by reviewing the overall special education needs process. It becomes necessary to first ascertain the types and extent of data sources that may be available. While serving as chairperson of the Needs Assessment Committee for the State CSPD, I realized that no one person appeared to have complete knowledge over what sources were available and where they may be found.

STORYBOARD WORKSHEET

SHEET 2 OF 9

LEA FORM

This task became a little easier through the development of a local education agency Form's Review Worksheet. This format can be utilized in inventorying the various types of information required of agencies such as school systems. Data sources, due dates and the personnel receiving this data can all be systematized.

In our state, it became clear rather early in the development of the needs assessment process that four data sources provided a focus for initiating a needs assessment management system.

DATA SOURCES

These information sources included local comprehensive plans, monitoring reports, resource center surveys, and the subjective evaluation of state department personnel functioning as district liaisons. Each of these sources holds data allowing qualification and quantification of training needs. The identified needs can typically be placed under one of seven categories including: assessment, due process, IEP development, educational programming, service delivery, parent involvement and CSPD.

MANUAL

At this point it is necessary to draw attention to the manual developed by project personnel on needs assessment management. Spec.PE, is the term given to the assessment system as well as the software package utilized in the analysis of data.

STORYBOARD WORKSHEET

SHEET 3 OF 9

The manual is separated into two distinct sections. Book One, entitled, "Strategic Planning," covers the pages to the first divider entitled, "Survey Administration." This planning section includes background information related to P.L. 94-142 and physical education. It also includes directions for effective needs assessment development and the goals to be pursued in cooperative planning. This is the section that should be the concern of personnel involved in establishing the survey format. The "Book Two" portion of the manual, from the Survey Administration section to the back cover, explains the analysis software. The Survey Administration section provides an overview of the Spec.PE's data storage and retrieval system. The Data Entry section provides more detailed instructions for data entry and file management. Program Modification is provided as a convenience to those wishing to make in-house modifications to the survey analysis. I will address the overall planning for the development of a needs assessment system found in the first section of the manual. Mrs. Crowley will review features of data entry and analysis contained in Book Two.

MONITORING FED

Supplemental material can be found in the inserts behind the front and back covers of the manual. One of these sources in the front section documents information that can be found on pages 26 - 28 in the Standards and Guidelines Compliance Document utilized by the Office of Special Education Programs in monitoring state education agencies. Physical education is specifically addressed within the Least Restrictive Environment section of this compliance document. The information is provided as a service and quick referral.

The back insert of the manual contains two documents. One is a copy of a position paper sent to the Assistant Secretary, Office of Special Education and Rehabilitative Services, in response to a request for operationalizing the definition of physical education and the physical education service delivery system to individuals with disabilities. Professional preparation training competencies presented provide a measure of what constitutes a qualified person delivering physical education services.

STORYBOARD WORKSHEET

SHEET 4 OF 9

The additional document in the back insert is the Survey Instrument that should be utilized in implementing the physical education needs process. The survey questions are directly correlated to the Spec.PE software contained in the plastic insert.

CAMERA ON ERNIE

Please note that any of the material in the manual, including the software, may be duplicated as many times as needed. Please take every liberty to extract information from any part of the text.

The manual is written in a manner that should provide ease of reading and facilitate the utilization of the information. I feel it is important to consider the total needs assessment management system and then physical education as a component of this assessment process. The orientation to the manual follows this philosophy. One component of the needs assessment process simply should not be considered without an overall plan for ascertaining training needs of all personnel providing services to special education students, including parents. The initial section of the Spec.PE Manual outlines the structure of CSPD and documents the responsibilities of states in meeting the requirements as set forth by federal mandate.

I now refer you to Appendix A, beginning on page 14. The review of literature involves statewide studies for the determination of training needs in providing physical education services to handicapped students. Recent studies were presented at a research symposium. A synopsis of these studies may be found in the front cover insert.

STORYBOARD WORKSHEET

SHEET 5 OF 9

At the beginning of this project almost three years ago, the project staff reviewed all State Plans submitted to the U.S. Office of Special Education. In reviewing the CSPD portion of each State Plan, it was found that most information presented was procedural in format and involved little, if any, implementation data. Recently, State Plans were again reviewed. The three year time period did reveal a clearer understanding of the comprehensive system of personnel development process. However, significant strides still appear necessary before training implementation data becomes the rule rather than the exception. This appears evident in the data found in the Annual Reports to Congress submitted by the Office of Special Education and Rehabilitative Services. Appendix B beginning on page 18 is an example of what might be a typical CSPD section of a "local education plan" required to be submitted annually to the state education agency. Needs statements from these local comprehensive plans are identified and grouped by school systems within a region of the state and then grouped again to form a statewide training needs summary. These local plans have been a primary source for training data.

In order to validate further the data derived from "Local Plans," attention has also been given to results obtained through SEA monitoring. Please remember, that at this point the focus is on a general needs assessment in special education and not specific to physical education. The monitoring instrument depicting compliance, non-compliance, or partial compliance can provide strong indicators of training needs.

I draw your attention to question #31 on the monitoring instrument found on page 28 in the manual. This question specifically addresses physical education. As you may note, the compliance indicators did not include the physical education teacher as a data source. Now they are included in the process for reviewing degree of compliance.

STORYBOARD WORKSHEET

SHEET 6 OF 9

For the moment, I'd like to turn your attention to Appendix H beginning on page 49. Some monitoring teams for state departments have requested additional instrumentation to address service and training needs in physical education. This Appendix presents a prototype survey instrument that can be given to physical educator teachers and returned directly to the state education agency monitoring team.

NEEDS DATA SOURCES

One additional data bank is a state's Regional Resource/Staff Development Surveys. The survey instrument used in Georgia is presented beginning on page 32. A number of states have intermediate school districts and/or Regional Resource Centers that provide staff development These districts have historically developed and disseminated their own surveys. Attempting to compile this data into a Statewide Summary can become difficult due to lack of continuity across survey instruments. The Georgia CSPD Council developed a standard survey instrument allowing for more efficient tabulation and analysis. On page 33 seven training needs categories are outlined. These headings appear to characterize needs in special education and vary only in scope and depth of training in terms of the population being surveyed. Each topical area has been specified further in the survey instrument through specific critical needs statements.

A fourth information source for identifying training needs is the District Liaisons. State education agency personnel that are identified as specialists in a categorical handicap area may also be the primary contact person for school systems in a region of a state. Local special education directors communicate with this person to solve general problems or gather policy information not specific to a disability. These liaisons can be utilized to further validate information gathered from other data sources. As an example, a region of the state may have identified "due process" as a critical need.

STORYBOARD WORKSHEET

SHEET 7 OF 9

Yet the district liaison was able to point that the region went through a series of mediations, hearings and law suits in previous years. The need is not presently one of highest priority to teachers. What may be important now is greater knowledge and skill regarding the assessment process, particuarly for placement of special education students.

We have now reviewed the special education data sources. A few additional statements should be made at this point. First, there does not appear to be a need to accomplish a full-fledged needs assessment survey ever year. This is true for physical education teachers, special education teachers, related services personnel, parents, regular educators, or transitional service providers. Typically, a full year is required to develop a survey, mail return the survey, then tabulate and analyze the results. The second year would require identifying personnel to provide staff development/ inservice training and schedule these activities. A third year should complete the training schedule and ensure that needs were met of all personnel.

Just as monitoring occurs every three years and a new State Program Plan must be written every three years, a special education needs assessment should be accomplished, on a full scale, once every three years. During the two ensuing years, other surveys may address needs of personnel other than special education teachers. One survey might involve physical education as in the twelve years of the implementation of the Education of the Handicapped Act, very few states have focused on this direct service mandate. Appendix E, beginning on page 38 is provided to demonstrate how the present instrument was formulated. The prototype was reduced in size to form a trifold then bundled and sent to Regional Centers for mailing to targeted teachers. Upon marking their responses, teachers refolded the survey and mailed it directly to the survey analyst.

STORYBOARD WORKSHEET

SHEET 8 OF 9

	Appendix G, Page 47, presents a table to assist in the determination of sample size that needs to be utilized in order to derive valid results. As an example, a state may have 3,400 physical education teachers. By using the sampling table, it can be noted that 380 teachers would be surveyed to provide an appropriate data bank.
MAP	As the Regional Resource Centers are responsible for staff development in Georgia, it was deemed necessary to separate the state into cells that depict these regions. Sample size was established by ascertaining the number of physical education teachers in each region. The data from the various quadrants of the states could then be grouped providing statewide totals.
COLORADO REGIONS	The organization format used in a state, surveyed recently, resulted in the determination that data should be generated from five regions. Each region was subdivided into elementary and secondary physical education teachers. It was the belief of the directors of the survey that elementary and secondary teachers had very distinct needs when it came to providing services to their students. Adapted physical education specialists were surveyed separately from regular physical educators.
TAKE PERSON THROUGH ENTIRE COLORADO DATA POINTING OUT, WITH SHIRLEY'S ASSISTANCE	The Project survey instrument allows data to be collected on the qualifications of teachers according to certification and other measures of competency, their teaching environment including financial and physical resources, the types and number of handicapped students being serviced and measures of teacher needs in meeting the goal of appropriate services to handicapped individuals.

STORYBOARD WORKSHEET

SHEET 9 OF 9

I hope this orientation has been fruitful in outlining the total needs process in special education and the place of physical education in CSPD. The manual should now be reviewed more closely before implementing the needs assessment process.

In our next segment Mrs. Crowley will explain the Data Entry and Analysis Process.

STORYBOARD WORKSHEET

SHEET 1 OF 8

Shirley

The Spec.PE software has been designed specifically to meet the expressed needs of states for analyzing statewide needs assessment data in their own offices.

Spec.PE's operating structure supports the pyramidal analys structure used in most states. And, because you have complete control over filenames and data groupings, accomodates your established demographic and vocabulary patterns.

Data entry and analysis can be done by special education personnel sensitive to purpose as well as procedure.

Manual

The second half of the Spec.PE manual is divided into three sections:

SURVEY ADMINISTRATION: provides practical information for coordinating your analysis plan and spec.PE's features.

Pages 15-56 contain information on modification of questionnaire wording and samples of the computer generated reports for each question.

Administrators should review this section to insure that Spec.PE does the best possible job in meeting your individual needs.

Manual

PROGRAM MODIFICATION: contains instructions for changing certain programming details such as exact wording on printed reports. Using this section, when questionnaire changes are made isn't strictly necessary. The old white-out and typewriter method works fine.

DATA ENTRY: contains detailed information on software operations, along with set-up procedures and a hands-on exercise using all Spec.PE menu options.

Date entry personnel should study and use this section to formulate a comfortable working pattern before the real data analysis begins.

Shirley

BEFORE USING SPEC.PE: If you have a fixed or hard disk computer, Spec.PE's programs can be added to your directory, and drive designations can be set to suit your preferred storage patterns. See page 70 for instructions.

For computers having 2 floppy disk drives, you will need to make a working copy of the Spec.PE diskette and a second data storage diskette. Complete step-by-step instructions are found on pages 67-70 of your manual.

Be sure to use this section, the Spec.PE disk provided with your manual can't work alone, these procedures produce an independently operating diskette.

STORYBOARD WORKSHEET

SHEET 2 OF 8

Shirley

USING SPEC.PE: Since Spe.PE was designed to be adaptable to a variety of data analysis structures and in-office operating conditions, it offers a great deal of operating flexibility. It would be impossible to demonstrate all the ways that Spec.PE's features can be tailored to meet your and your state's individual needs, but you can find them easily.

Shirley

On page 74 of your manual, we've provided an exploratory exercise which leads you through procedures for creating two mock data files, combining them into a third file, generating reports for each file, and then destroying the mock files, if you want to.

GET TO KNOW SPEC.PE: in three steps:

Perform the exploratory exercise to get a feel for the system

Then read both the survey Administration and Data Entry sections of the manual for explanations of the basic features so you can use them to your advantage.

Shirley

Last, experiment with mock files under normal office conditions. You'll learn how to organize data entry and management tasks to fit both your state's analysis structure and your personal working style.

Shirley/ transition from shirley to computer screen

software already loaded

We'll get you started with a look at Spec.PE's task selection menu and data entry procedures.

Spec.PE operates with the Spec.PE working disk in drive A and the data storage disk in drive B.

After loading the software, you will see the OK prompt on the left of the screen with the cursor blinking a couple of lines below.

Begin using Spec.PE by typing the command:

```
run "menu.bas"
```

STORYBOARD WORKSHEET

SHEET 3 OF 8

Screen

A screen prompt asks if you want instructions. These are a series of screens to refresh your memory when you don't have the manual at hand. For now, respond n - no.

Now we have the task selection menu, which offers 4 primary data management options. These options operate independently, yet coordinate so that you can construct a working plan conducive to both your state's analysis structure and your personal preferences.

Screen

OPTION 1: Data Entry guides you in entering numerical data from questionnaires, then requires you to assign a temporary filename to that data group. The temporary file is written on the disk, and remains there intact until you replace it by entering new data and re-assigning the same filename.

This means that you could do data entry in the morning, remove the disks, turn off the machine, go to lunch, do some word processing, then reload Spec.PE and do your data management chores in the afternoon.

Screen

OPTION 2: Create a New Permanent File is used to establish permanent cumulative data files on the first day of data entry. Option 2 creates an exact copy of the first day's temporary file, to which you will assign a slightly different file name. We use the same base filename, with the prefix t for temporary to designate temporary data files.

As long as there is 1 character difference, the computer recognizes two distinct data file entities.

Screen

OPTION 3: Add to an Existing Permanent File is used to update permanent files by adding new data from the most recent temporary file.

Or to create a new third data base by combining two smaller ones.

Options 2 and 3 perform very different functions and are not interchangeable.

STORYBOARD WORKSHEET

SHEET 4 OF 8

Chart held in front of computer screen	In practice the system works like this: FIRST DAY DATA ENTRY: Enter data from a certain analysis group, School District #1, and assign a temporary filename, T#1 USE OPTION 2: to establish a permanent cumulative data file for the district, #1. FROM THEN ON: Enter additional district 1 data, and assign the same filename, T#1. The new data will automaticall replace the old. USE OPTION 3: to add this new data to the established permanent file, #1.
Chart	The major advantage of this system shows up in managing complex statewide systems. The contents of 1 temporary file can be added to several permanent files without re-entering any of the raw data. If this seems a little confusing right now don't worry. It will make sense when applied to your state's analysis plan because it lets YOU CONTROL DATA ENTRY AND ANALYSIS GROUPINGS IN WAYS THAT ARE LOGICAL FOR YOUR STATE'S STRUCTURE AND FOR YOU.
Screen	OPTION 4: Analizes data contained in any file you name, then generates a printed report. OPTION 5: Gives you a controlled means of destroying obsolete data files, thereby clearing disk space for current data. OPTION 6: End Session should always be used to sign off.
Screen	You'll want to play with some mock data files to fully understand how easily SpecPE can be individualized. But for now, we'll look at some features of the data entry process.

STORYBOARD WORKSHEET

SHEET 5 OF 8

Screen

Access the data entry mode by choosing OPTION 1 from the task selection menu.

The Q1 data entry prompt appears on the screen.

Notice that each of the 21 prompts provides you with a reminder of the question's subject, instructions and an example of proper data entry format.

Q1 is a multiple choice format, so you will type the number of the chosen response 1,2,3 or 4 and press the enter key

Screen

If the teacher left the entire question blank, type the letter n (for no response). Spec.PE records and reports the number and percentage of respondents who don't answer a given question. This information can be very useful to administrators, so be sure to use the n response when appropriate.

Screen

Suppose you accidently enter the number 5, an option that doesn't appear on the questionnaire.

Listen and watch the screen.

SpecPE beeps and shows you an error and re-entry message. Simply re-enter the proper response and continue.

The incorrect data was ignored, only responses appropriate for the individual question will be accepted by SpecPE.

Screen

Q2 has 3 sub-parts, 3 blanks, each of which should be fille in with a number. The data entry pattern for multiple response questions is the response to each part separate by commas.

For Q2, enter the numbers written in the blanks like this. If the middle blank had been empty, I would enter a zero for that response 1,0,1.

Notice that you can use the backspace key to erase then retype an entry before the enter key has been pressed.

If the entire question had been blank, I would have entered n,0,0 to indicate no response.

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STORYBOARD WORKSHEET

SHEET 6 OF 8

Screen

Notice that the choices for Q1 are labeled with numbers and that the parts of Q2 are labeled with letters. Numbers indicate that the computer expects one data entry item for that question; letters indicate that it expects multiple entries.

Use these cues to avoid having to glance back and forth between questionnaires and the screen.

Screen

Q3, again, is a multiple response pattern, we'll enter 1,1,1.

Q4 is a single response, fill in the blank. Enter the number written in the blank.

At Q5, I realize that I made a typo on the Q4 entry. The entry was within the acceptable range of responses for Q4, but it wasn't the number written on the questionnair I typed a 1 when the correct entry was a 2.

At Q5, or any of the 21 prompts, I can correct Q4's entry by entering the letter e - for error

Screen

SpecPE exits the data entry mode and enters the correction mode.

CORRECTION SCREEN: Enter the number of the question to be corrected. You can correct an entry for any question on any questionnaire already entered.

At the "bad data" prompt, enter the number that needs to be removed from the data base.

At the "good data" prompt, enter the correct number. The correction will be made.

At the Correct Another prompt respond no, SpecPE will return to the data entry mode, at the exact point from which you exited.

Screen

After data for all 21 questions have been entered, SpecPE will automatically return to the Q1 prompt; ready to accept data from the next questionnaire.

When all questionnaires have been processed, simply respond to the Q1 prompt by typing the word STOP.

You will be required to store the data just entered in a temporary data file, which you will use to create or update one or more permanent files.

STORYBOARD WORKSHEET

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SHEET 7 OF 8

Shirley	SOME TIPS WE'VE LEARNED FROM EXPERIENCE: As you know, typing numbers takes extra concentration because you are thinking and typing character by character rather than word by word So planning work stations and schedules to minimize interruptions and environmental distractions will pay off in both time and accuracy.
Shirley	For maximum efficiency, try to enter between 10 and 40 questionnaires from the same data group at one time. Personal maximums will vary. Data entry format cues on the questionnaire let you keep your eyes in one place and you will quickly fall into a comfortable typing rhythm which promotes accuracy and retards fatigue. If you should type too fase, the computer will tell you by making beeping sounds. Stop typing, check the entry on the screen for accuracy, and if the computer has lost a character, use the bakdspace key to erase and retype the entry. Don't push for speed, a comfortable steady rgythm is faster in the long run.
Shirley	Larger data entry groups also save time in file management. Adding to or combining files only takes seconds of computer time, but if you do it after every 3 or 5 questionnaires, it will become time consuming.
Shirley / questionnaire forms	Use a reduced print questionnaire format similar to this one, where many questions appear on one sheet, rather thar a large print multi-page form. We've done full statewide analyses using both form types, ar find that with the multipage type, we actually spent more time turning pages than entering data. Frequent page turning also interrupts rhythm and concentration. And muscle fatigue from moving the entire arm away from and back to the keyboard quickly erodes fine motor coordination needed for accurate typing.

STORYBOARD WORKSHEET

SHEET 8 OF 8

Shirley / chart

Our last tip regards file management.

Where the overall analysis plan structure permits, it is best to enter and store all raw data at the lowest analysis level, then combine these complete files to create larger analysis groups.

It's more time efficient and easier to organize than trying to make multiple file assignments each day.

Shirley

In conclusion, SpecPE has proven easy to use and adaptable to both state and personal operating styles.

Take advantage of the tips we've given you, and you'll have an efficient, effective and smooth-running analysis